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ABSTRACT

These 8 case studies are part of a series of documents on the evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. Each case study reviews the planning year at a PDC demonstration site in one of the following states: Arizona, California, Colorado, Connecticut, Florida, Georgia, Iowa, and Maryland. Included are details of the planning year activities focusing on administration, pupil education, preservice and inservice training, developmental support services, parent involvement, and services for handicapped children and bilingual/bicultural children. An analysis of the planning process at the site is offered. The opinions and attitudes of program personnel are reported. Brief descriptions of the Head Start and elementary school programs involved at the site and the relationship between them are included. (SE)

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Project Developmental Continuity Evaluation

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Planning Year Case Studies

Interim Report II, Part A

July 1975

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A PROCESS EVALUATION OF PROJECT DEVELOPMENTAL CONTINUITY

INTERIM REPORT II, PART A:

PROGRAM CASE STUDIES

VOLUME 1

July 1975

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INTRODUCTION TO THE CASE STUDIES

The planning year case studies contain a wealth of information on planning year activities for each of the 15 sites participating in the Project Developmental Continuity demonstration program. Planning year operations were both complex and diverse. To understand this complex process, it is essential to have a comprehensive view of the purposes of the national demonstration program and its evaluation. Therefore, this introduction to the planning year case studies first presents an overview of the Project Developmental Continuity program and its evaluation, and then provides details on the case studies--their purpose, the data collection strategies employed, the report review process, and the report format.

Overview of the Project Developmental Continuity Program

Project Developmental Continuity was launched in the summer of 1974 with two overriding purposes, as described in the program Guidelines:

- To assure continuity of experiences for children from preschool through early primary years by stimulating cognitive, language, social-emotional and physical development and thereby promoting educational gains for children through the development of social competence.
- To develop models for developmental continuity that can be implemented on a wide scale in Head Start and other child development programs and school systems

The first purpose sets the basic rationale for the program and emphasizes the comprehensive nature of the expected effects. The second purpose clearly establishes PDC as a national demonstration program.

PDC and the Head Start Improvement and Innovation Effort

The PDC demonstration program is part of a major effort by the Office of Child Development (OCD) to explore the value and feasibility of introducing variations on the Head Start theme. In 1972 the "Improvement and Innovation" effort was announced. In the *Head Start Newsletter* for August/September 1972, Head Start Director, James Robinson, described the "I and I" effort as "the first substantial and really serious effort ever mandated to improve the quality of Head Start programs." The experimental, demonstration programs instituted as part of this effort have included, in addition to Project Developmental Continuity, the Home Start Demonstration Project, the Child and Family Resource Program, and the Early and Periodic Screening, Diagnosis and Treatment Program. These programs follow the tradition of Planned Variation Head Start, Health Start, Parent Child Development Centers, and Parent Child Centers.

Although Project Developmental Continuity (PDC) shares many features of these other Head Start programs, it represents the first attempt by OCD to establish a program that mandates coordination with the public schools. It is hoped that PDC will enhance children's social competence, specifically their "everyday effectiveness in dealing with their environments and responsibilities in school and life." (*Guidelines*, 1974, p. 1) In this context, social competence refers to a child's cognitive and intellectual development, physical and mental health, nutrition, and other health-related factors.

PDC, then, has been designed to form an administrative structure that links or meshes existing Head Start and elementary school educational and support services, thus providing a continuous, developmentally appropriate, educational experience for children. The program focuses on the particular physical, social, cultural, emotional, and cognitive needs of individual children; involves parents and other community representatives in the educational decision-making process and in other aspects of children's education; and gives special emphasis to the needs of children with physical and learning handicaps, as well as those who are bilingual/bicultural.

Traditionally, preschools and public schools have not worked together, but Project Developmental Continuity aims to establish such a relationship. The prospective PDC public schools and Head Start programs are expected to work together in *all* areas--education, health, nutrition, support services, parent involvement, and so forth--areas that are not typically emphasized in the public schools.

The Two PDC Models

One of the features of the PDC demonstration program is a comparison of two models for establishing the preschool-school relationship. The Preschool-School Linkages (PSL) approach establishes an administrative council that is to promote cooperation and joint planning across administratively separate Head Start and elementary programs. The Early Childhood Schools (ECS) model administratively and physically combines Head Start and elementary programs in the same building, creating a "new institution" under the local education agency. In either approach, the child's educational experience is expected to be qualitatively different because of the cooperation between the Head Start program and the schools.

Selection of the PDC Sites

Potential PDC sites were first identified because administrators, parents, teachers and community people at those sites all expressed interest in participating in the program. The selection process involved several steps. First each regional OCD office[1] and the Indian and Migrant Program Division asked a number of Head Start grantees within their region to complete a questionnaire to determine the feasibility of implementing a PDC program at their site. Based on responses to this survey, the four sites deemed by each region to be most suitable were recommended to the national OCD office. A review panel then selected two of these four sites to submit proposals. Staff from the national and regional OCD offices reviewed these proposals and visited each site to meet with grantee staff, Head Start and public school teachers, parents and Head Start and school administrators and review project plans. Since PDC was intended to extend beyond Head Start into the early elementary grades, U.S. Office of Education staff were involved in the selection process, along with state education agency staff. Through this process one site was selected from each region, except Regions III and VIII, which each had two. Two additional sites were selected to represent the Indian and Migrant Program Division of OCD. Four sites were designed Bilingual/Bicultural Demonstration Projects.[2]

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[1] The OCD regional offices are located in Boston (Region I), New York City (Region II), Philadelphia (Region III), Atlanta (Region IV), Chicago (Region V), Dallas (Region VI), Kansas City (Region VII), Denver (Region VIII), San Francisco (Region IX), and Seattle (Region X).

[2] The 15 sites are located in Arizona, California, Colorado, Connecticut, Florida, Georgia, Iowa, Maryland, Michigan, New Jersey, New York, Texas, Utah, Washington, and West Virginia.

This selection process has resulted in local settings for PDC that are extremely diverse, ranging from the large urban populations served by the Utah, Iowa, and Washington projects, to more suburban settings in Connecticut and Maryland, and finally to smaller, rural communities in Texas, Florida and Arizona. The ethnic and cultural compositions of these communities are also diverse, including, for example, Navajos, Hispanics, Blacks and Appalachians.

Operation of the program began in 1974 at the 15 selected sites and the entire first year of program operations was designated a planning year for local projects. During this time, staff were to be hired, component area task forces were to be appointed, and detailed plans for actual implementation were to be initiated. During Year II, 1975-76, sites are expected to begin to implement their plans. Program Year III (1976-77) is officially designated as the "implementation year" in the project design, and by Year III programs are expected to be fully implemented and operational.

The National/Local Perspective

From a national OCD perspective, PDC is viewed as "a planned program, structures, systems, or procedures by which adults provide children with experiences that foster and support continuous development" (Guidelines, 1974, p. 1). To facilitate such an effort, each of the two PDC models (PSL and ECS) was divided into seven component areas: education, preservice and inservice training, developmental support services, parent involvement, administration, services for handicapped children and children with learning disabilities, and services for bilingual/bicultural children.

To coordinate national goals with local issues, the 15 project sites were expected to develop locally appropriate methods or activities within each of the component areas during the 1974-75 planning year. By doing so, each site's program plan would suit the needs of the local community by taking into account its particular language, culture, and ethnic characteristics. Therefore, during the planning year, there was no strict "national" program interpretation. Instead, OCD officials preferred to call PDC a "local variation model" program; they tried to be supportive of the particular programs that were formulated by each of the PDC sites, requiring only that the variations relate to the national Guidelines. Comparisons with other sites or with idealized, abstract examples were avoided by national officials.

The PDC Guidelines

For each of the program models, the September 1974 revised *PDC Guidelines* specified the following:

- the basic philosophy underlying each component area;
- a set of required elements detailing the activities programs are expected to implement during the implementation year;
- optional elements suggesting alternative methods for achieving the required elements;
- a set of detailed planning tasks to be accomplished during the 1974-75 planning year.

National OCD staff supplemented the *Guidelines* throughout the planning year with "Program Letters." The "Letters" were distributed as needed to the projects in order to provide more detailed information and/or clarification of the *Guidelines*.

Operationally, PDC was defined by the *Guidelines*' planning tasks, with their associated "basic principles" and "required elements" for each of the seven component areas. Fifty such tasks were outlined for PSL sites, 57 for ECS sites, and eight additional ones for bilingual/bicultural demonstration programs.

In sum, the *Guidelines* have provided a framework for setting up the 15 demonstration PDC programs. But, just as the details of program design have been left to the local sites, so have the details of how to change administrative structures and curriculum, how to train teachers in the use of new methods, how to incorporate parents into program planning and activities, and so forth. Thus, while the *Guidelines* define how to set up a PDC program, they do not define the educational change methodology which is required to implement PDC.

The PDC Evaluation

In the summer of 1974 when OCD began the PDC demonstration program, a major program evaluation was initiated as well. The purpose of the evaluation is to provide data that will aid OCD's efforts to design and implement early childhood education programs.

The evaluation includes two major components--an Impact Study and an Implementation Study. The Impact Study for this initial three-year period has been designed to assess the feasibility of studying program impact as children progress from Head Start through third grade. The Implementation Study has been designed to describe and analyze the processes that have led to the measured consequences of the program. The five basic purposes of the Implementation Study are to:

1. Describe the nature of the PDC treatment at each site, including descriptions of program costs.
2. Describe and analyze patterns in PDC implementation as a national program.
3. Assess the extent to which each program has implemented the basic PDC Guidelines.
4. Understand the factors and events that have shaped program implementation.
5. Assess the similarities and differences in experiences provided for children in the PDC and comparison schools.

Efforts to describe and analyze program processes began during the PDC planning year (1974-75) with the preparation of the 15 site case studies contained in these two volumes. During the second program year, a design for the full Implementation Study will be finalized.

Purpose of this Report

Interim Report II is being submitted at the end of the planning year of Project Developmental Continuity (PDC). The report is divided into two parts: Part A, which is discussed here and which contains 15 planning year case studies, and Part B, containing recommendations for measures of program impact.

The case studies of the 15 PDC demonstration programs are intended to provide details of the planning year process and to document materials reviewed and selected, coordination plans and timetables developed, and project goals and organization for each of the 15 sites.

Although collected through verbal interviews, the information has been rechecked through committee minutes and PDC proposals. The planning year case studies provide the data base from which the implementation study for 1975-76 will be designed.

Data collection strategies. Data for the 1975 case study reports were collected in two week-long visits to each project, one in late January, February or early March and the other in May or early June of 1975. The evaluation teams were composed of staff from High/Scope and from our subcontractor, Development Associates, Inc. Information for the various substudies (case study, monitoring, impact) of the PDC evaluation was collected during each visit. Data collection was primarily through verbal interviews and the interviewing assignments were divided among evaluation team members to take advantage of personal skills and knowledge and to fit time schedules.

Review process. In April 1975, each PDC site received a draft case study report based on the first site visit to review and comment upon. These comments were incorporated in the year-end case study reports, a draft of which was also sent to each site for review. Each final planning year case study, then, incorporates the information from the draft report, an updated summary of planning activities through the end of the school year, and additional perspectives from local, regional and national reviewers.

Report format. To protect the privacy of all those involved in the PDC planning process at each site, we identify individuals only by title and sites only by state. Each report's introduction includes information on the community itself and on the origins of the local Project Developmental Continuity program. The section on the educational setting includes descriptions of the Head Start program and of the elementary school(s) that will be participating in PDC. The pre-PDC relationship between the Head Start program and the school is also described. The section on local opinions and attitudes includes interviews with key program personnel and a summary which analyzes the patterns of opinion that emerged in their responses. The section on the planning process includes a description of the arrangements for planning and a summary description of the planning activities for the entire year, component by component. The final program analysis section includes descriptions of the roles of key personnel, a description of the patterns of program planning activities, an interpretation of the salient program factors, and the de facto definition of PDC.

PROJECT DEVELOPMENTAL CONTINUITY
PROGRAM CASE STUDY

Arizona

July 1975

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A. Introduction

The Arizona site is unique among the PDC evaluation sites because it is the only Native-American community. The mother language and culture of this area are Navajo and a tribal government represents the individual and controls most legal matters. The Navajo Nation deals directly with the federal government just as states do. The Navajo occupy most of northcentral and northeastern Arizona, northwestern New Mexico, and southeastern Utah. At the Arizona site Project Developmental Continuity (PDC) has assumed a significant role among the Navajo as a community-oriented educational approach and as a means to redefine their relationships to the traditional system of federally operated boarding schools. Many young adults among the Navajo want to significantly alter, or even eliminate, the federally controlled educational system, but older adults are more divided on the issue. PDC, then, represents a means by which some Navajo hope a distincly Navajo approach to early childhood education will be developed and implememted to the cultural advantage of their children. At the same time, PDC represents a way to minimize some of the unwanted aspects of the schools being operated by the Bureau of Indian Affairs (BIA).

The involvement of parents, teachers, and administrators in PDC planning activities has been intense, leading to sharp conflicts over educational policy in meetings that have lasted up to 12 hours. Parents, PDC staff, teachers and administrators from both the Head Start centers and the BIA school are all deeply interested in the planning process because each group sees PDC as having the potential to profoundly affect their educational system and, ultimately, their way of life and the future of Navajo children.

Before reviewing the existing educational setting and describing local progress in planning for Developmental Continuity, it is important to understand the context in which these activities are occurring. This introduction describes the community in which the program is located and the events that led to the establishment of a PDC demonstration site.

The Community

The PDC community is located near the southern boundary of Navajoland. The area has a population of approximately 4,200 people, all of whom are Navajo with the exception of approximately 100 inhabitants of Anglo descent who are teachers and administrators in the BIA school, trading post operators and missionaries. Although the Anglo population is small, Anglos control many positions that are economically and educationally important to the community.

Using the school as the center point, the PDC Navajo community has a radius of 30 miles. The terrain of the area shapes much of the life pattern and group organization of the Navajo. The altitude of the area is 5,600 feet, meaning that it is relatively cool. It is an arid region, desert-like in some places. Broad, open plains moderate into rolling hills and are occasionally broken by sharp buttes and mesas. Vegetation varies from sparse clump grass in some areas to grass mixed with scattered low-growing trees in other areas.

The aridity and isolation of the zone inhibit economic development, with the result that there are few employment possibilities in the area. Livestock grazing, primarily sheep and cattle, is the basic economic activity in the area, and rug weaving and silversmithing provide incomes for some families. Part-time employment and local, Tribal-sponsored projects are the remaining job resources. Unemployment figures are difficult to establish for this area, but it is estimated that 60% of the families receive some form of public assistance.

Family organization is focused around the nuclear family with members from the extended family staying with them when necessary. Local estimates put the average family size between 6 and 8 members. Among younger families, there is a certain degree of circular migration between their community and southern California; when the economy is strong in southern California many go there to work and when it slackens they return to the local area.

Community institutions are also shaped to a certain extent by the peculiarity of the terrain. The basis of the community organization is the Chapter House which is very similar to the Anglo system of counties. Head Start centers tend to be located in or near Chapter Houses. These community "houses" are located at convenient meeting points for the dispersed local population. Meetings are held periodically to discuss any issue of interest to the community, such as education. Since individual families are isolated from one another by the distances and by the absence of telephones, the Chapter House is an important Navajo institution for communicating community issues. Community decisions are usually made after lengthy and open discussions. The School Board for the BIA school which will participate in PDC is another important Navajo institution. Local leaders sit on the Board and oversee Navajo interests in school administration and policy-making.

The BIA itself plays a significant role in the social organization of the community. It has a long tradition and powerful economic roots in the area and is a source of employment for local residents. Although many of the Anglos and younger Navajo perceive the BIA as an alien institutional presence that represents political and cultural tenets foreign to the Navajo, the BIA school is a familiar institution to many parents. They are concerned that changing the school would change their community, and many parents are not sure they want this to happen. The Tribal government also plays an important role in the community. Office of Navajo Economic Opportunity (ONEO) representatives are present in the community to provide a wide range of social services. Some of the representatives are local residents, while others visit the area periodically.

Anglo institutions have commercial and educational roles in the community. Local commerce is largely controlled by Anglos, including the local trading post and business establishments in a nearby town. The town's public schools, predominantly Anglo, provide the only alternative to the BIA schools in this area of the Reservation. Northern Arizona University is the nearest university and is a source of technical assistance for educational and community programs.

Unlike most local school districts in the U.S., Navajo schools have been federally funded and operated during this century. Navajo attitudes toward federal projects are mixed. Most Navajo see federal funding as being necessary, but many do not want the local intervention of Anglos that has traditionally been a part of federal funding. Head Start has come to represent a desirable solution to many of the younger adults who view it as a means of establishing more local control without eliminating federal funding and technical assistance.

The Origins of Developmental Continuity

Initial information about PDC came from ONEO's research and development division. Head Start staff in ONEO solicited and received more specific information about the demonstration program from the OCD national office after which a survey was made to select possible schools in the agency's area. Members of the Steering Committee were the Head Start Director from ONEO, a research and development analyst (ONEO), a child development specialist (ONEO), the Principal of School A (the prospective PDC school), and School A's K-3 teacher supervisor. The proposal was prepared by ONEO staff and was based on plans formulated by the Steering Committee.

The PSL model was selected as being appropriate for this site since the Head Start centers and School A are widely separated geographically. Families live too far apart to bus children to one central location everyday.

ONEO submitted the PDC proposal and it is both the grantee and the delegate agency. The first PDC Coordinator was hired in September by ONEO; the next month the PDC Council was established and policy discussions began.

B. The Educational Setting

The Head Start Program

The Head Start program for the Navajo Nation is directed by one person from the ONEO office in Fort Defiance, Arizona. While the Head Start Director is responsible for the total Head Start program, he has delegated some supervisory responsibilities to "field principals." There are 102 Head Start centers serving 2,195 children in the Navajo Nation and each "field principal" is in charge of from 15 to 20 centers. Three of the 102 Head Start centers and classrooms have been selected to participate in PDC and one Field Principal supervises these centers. In this report the centers will be described either as a group or individually as Centers A, B, C.

The Head Starts follow the Standard Head Start Model and utilize "The Navajo Child Development Program Curriculum Guide" which places a great deal of emphasis on an individualized, bilingual and bicultural approach to teaching.

All of the teachers and aides for the prospective PDC Head Start classes are both bilingual and bicultural. None of the prospective PDC Head Start teachers have bachelor's degrees. There are three adults (one teacher, two aides) for every 20-23 children, making the adult/child ratio 1:7 or 1:8. The teachers from the three PDC classes have one, two and eight years of teaching experience. The aides often double as cooks and/or bus drivers, and teachers often help with the bus run, too. All of the children served by the program are Navajo. There are very few children with handicaps in Head Start, but those who do have handicaps participate in regular classroom activities.

According to the Head Start Director, the centers are open from 8 to 5 each day. Children generally arrive by 8:30 a.m. and leave by 2 p.m. while teachers and aides arrive between 7 and 8 a.m. and stay until 4 or 5 p.m. After the children leave, the teachers and aides spend time planning lessons, preparing for the next day, straightening the classrooms, going on the bus with children, or attending meetings. During site observations, the teachers and aides shared the responsibilities of working with the children fairly equally, and teachers tended to do most of the actual lesson planning with some input from the aides. The classrooms are divided into special interest centers and general activity areas.

The lesson planning is unit-based, that is, with a focus on a general theme such as seasons, animals, holidays, and so on, and weekly plans center on the general theme. During the school day, children are involved in both structured and unstructured activities. Some teachers used the unstructured times as an opportunity to meet with a small group of children for a teacher-directed activity. During the unstructured times, children are free to work with materials. In the classrooms visited, the interest centers were blocks, art, housekeeping, small manipulative materials, science and library. In addition, these centers have a Navajo cultural area, but in the classrooms visited, the area was not stocked with materials. Teachers said that they used this space for special activities. The classrooms in general seemed to lack materials and one teacher interviewed said that there were not enough materials for the number of children in her class.

Although the Head Start program is using the Navajo Child Development Curriculum Guide, teachers said that they did not use specific bilingual/bicultural guidelines, but that they spoke in both Navajo and English while working with the children. They said that many of the children enter Head Start speaking only Navajo but leave speaking both Navajo and English. The teachers did not feel that it was necessary to focus on teaching English. Instead, they felt that it should be presented to children in a natural way. The teachers invite the children's families to the classroom to tell Navajo stories, teach Navajo dances and songs, show children how to weave and how to cook traditional foods.

Nutrition is viewed as an important part of the Head Start program. Meals and snacks are prepared at the centers, but the percentage of daily nutritional needs provided was not specified. Cooks talk about the food with the children to explain its nutritional value and ONEO conducts special nutrition training programs for parents at Chapter Houses.

The involvement of parents in the development of their children's educational program has been somewhat limited. Parents do serve on the Head Start Policy Advisory Committee but, according to Head Start teachers, do not take an active role in designing the educational component. Teachers have asked parents for their ideas, but the parents generally report that they are pleased with what the teachers are doing. Parents are more actively involved in working directly with the children and family members are encouraged to visit the classrooms. Parents volunteer their services for a variety of activities, including assisting in the classroom, raising funds for special field trips, and taking part in parties and field trips. Although parent meetings are held regularly, attendance is sometimes limited due to transportation and communication problems. The Head Start centers and most of the homes do not have telephones, many of the parents do not read English, and Navajo is not a written language. Messages are transmitted via radio during a Navajo community services hour and by the bus driver when the children are taken home. Teachers try to talk with each parent every two to four weeks, either when parents come to the center or when teachers ride the bus to the children's homes.

ONEO is the primary source of outside consultant services for the community, such as treatment of alcoholism and provision of some health services and other publicly available benefits. The Public Health Service also provides services to the Head Start program.

In sum, the Head Start program tries to meet the educational, social, and physical needs of the children. Parents are encouraged to work in the classroom and some do. According to the teachers, parents generally feel welcome at the Head Start centers. The content of the curriculum in individual classrooms varies according to the teaching teams and it appears that teachers are not rigidly adhering to one specific curriculum. Due to the scarcity of transportation and lack of communication caused by long distances and absence of telephones, there is little contact between the three Head Start centers.

The Elementary School

The PDC school, to be called School A in this report, is a BIA boarding school with an enrollment that fluctuates between 720 and 750 students. Approximately 100 persons staff the school and about 400 students live in the three school dormitories; the other children are day students and return to their homes each day. Boarding students usually see their families on weekends or whenever the families can "check them out" but some children only see their families at holidays and during the summer. The youngest boarding students are six years old and the oldest are in the eighth grade; many of the boarding children have brothers and sisters living either in the same building or a neighboring one.

The School A principal is an Anglo-American who has been with the school for ten years. Of the 11 teachers for grades K through 3, only one teacher is bilingual, but each classroom does have a bilingual aide. While there are no regular classroom volunteers, five Teacher Corps interns rotate between the classes. The teachers' experience ranges from 1 to 15 years with an average of 6.9 years and all teachers are certified. Classes are in session from 8:30 a.m. to 3:00 p.m., but teachers work until 5:00 p.m., using the last two hours of their work day for planning, committee meetings, and so forth.

Kindergarten has been divided into two groups which have been designated Kindergarten I and Kindergarten II. Kindergarten I is a half-day program for day students under six years of age; Kindergarten II is a full-day program for boarding students who are six or older, but who are not considered ready for first grade. There is also a split second/third grade class. The number of children per grade level ranges from 37 to 76, and the number of adults per grade level is four or five. There are 287 children enrolled in grades K through 3 and classrooms have an adult/child ratio of 1:11. The majority of the children are Navajo--the only Anglo-Americans are children of BIA staff members.

In addition to the regular teaching staff, other school personnel include full-time counselors, librarians, physical education specialists, food service people, Teacher Corps interns, secretarial staff and educational supervisors. Four resource rooms are available to school staff to use for specialized instruction. A teacher/supervisor informally oversees and evaluates teachers several times each year, and formal evaluations occur once each year. Teachers participate in training Teacher Corps interns.

School A uses the BIA *Kindergarten Curriculum Guide for Indian Children: Bilingual/Bicultural Approach*. However, School A's Principal reported that there was no standard bilingual/bicultural curriculum for the elementary classes; instead, each classroom team designs their own bilingual/bicultural program. According to the Principal, the philosophy of the school is to gear the program to the "total child" and to follow an "open education" approach. To accomplish this, rooms are organized into special interest areas and general activity areas, and class time is divided between teacher-directed and child-directed activities.

The teachers use a variety of resource curriculum materials such as the Scott Foresman Reading System, Addison-Wesley math textbook, and Navajo Area health and physical education, social studies, art, math and language arts project guides. The kindergarten teacher also uses some books made by older children when working with the younger children. For example, the older children made a book on the concept of things that were bigger than themselves by dictating the written parts and drawing picture; this is one book used to teach the younger students these concepts.

In addition to sharing child-made books, teachers and children communicate by posting children's work on the hall walls. There are many pictures and stories that have been written or dictated by children posted all over the school. Some are Navajo tales which have been translated by a Navajo aide.

A special education teacher works with small groups of children who have special needs in one of the four resource rooms which are separate from the classroom. The Kindergarten II teacher reported that many of her students attend special education sessions in the resource room at least once a week. Children with special needs which cannot be handled at the school are referred to special schools.

Health services are provided by the Public Health Service (PHS). A nurse from PHS visits the school and provides the majority of health services and a dentist sees children with dental problems. Mental health conditions are handled initially by a PHS worker who refers those in need to a specialist.

The school has a nutrition program for all the children. Since the majority of children are boarding students, 100% of their daily nutritional needs are met by the school while day students receive both breakfast and lunch. A nutrition education program for staff and children is conducted by BIA food service staff, but the program has not included parents. In addition to providing food, the school has equipped and arranged its lunchroom with tables that encourage positive social relations during mealtime. Instead of the typical rows of long tables, the lunchroom is equipped with small tables of various shapes and heights so children can eat in groups of four to eight.

School A staff have contacted agencies that offer support services to community residents. These include a hospital, food commodities, a public health clinic, a mental health clinic, family counseling agencies, Planned Parenthood, welfare department, recreational programs, legal aid, Tribal housing unit, state employment office, job training programs, social security and a student placement organization. Although each has been contacted, some of these services are only available in a city that is 35 miles away. Food stamps and medicaid services are also available to community residents but have not been contacted yet by PDC personnel. There are no local day care facilities in the area.

There is no PTA group at School A, but parents do serve on special advisory boards such as Title I, School Board, the PDC Council, and a volunteer training program (a joint project of the school and general assistance welfare program through the Tribal Council). According to the School A Principal, the number of parents involved in these activities ranges from seven on the Title I and School Board groups to 15 in the volunteer training program. In addition, some parents are employed by the school and work in the dorms, gym and kitchen.

However, teachers reported that very few parents volunteer to work in the elementary classrooms. In fact contact between parents and teachers is quite limited and teachers see some parents only once a year. It appears that parents have little input into the curriculum goals of the school. The parents interviewed said that they often felt unwelcome at the elementary school. Long distances, coupled with a lack of transportation and telephones, also seem to contribute to the parents' feelings of isolation.

In sum, School A does not have a curriculum that is consistent from room to room or grade level to grade level; instead each teacher designs her own program within the general goals of the school's philosophy. The bilingual/bicultural curriculum component is also informal since the program depends on teacher interest. Teachers have two hours free each day for planning, evaluation, and committee work, but this time has not been used to discuss curriculum issues. The parent program is weak and only a few parents are involved in developing school policies. In fact, the parents interviewed do not feel that the elementary school welcomes their input and view PDC as a means to begin participating in the school decision-making process.

The Relationship Between Head Start and the Elementary School

The administrative structures for the Head Start centers and the elementary school are different from one another. The Head Start centers are administered by ONEO which is the grantee for PDC and the elementary school is administered by the BIA.

According to both the Principal of School A and the Head Start Director, communication between Head Start and the elementary school staff has occurred on an informal basis. For example, the Principal has attended some Chapter House meetings and visited the Head Start classrooms, and some Head Start teachers have attended meetings at the elementary school.

There does not seem to be a great deal of similarity in the educational philosophies of both programs. Both institutions' educational philosophies are described as being "open" and geared to the "total child". The classrooms in the elementary school have interest areas and tables or desks grouped together around the room rather than in traditional rows. The Head Start classes are also arranged with various interest centers. Both programs have low adult/child ratios. From discussions with both groups of teachers, it appears that grouping children into fast learners and slow learners occurs in both Head Start and elementary classes. Teachers plan accordingly--not for individual children per se, but for groups of children. In addition, both Head Start and elementary school teachers participate in one week of preservice training every year before classes start.

A major difference in program emphasis involves inservice training. All BIA teachers are certified and receive only five days of inservice training during the year. In the past these training sessions have centered on math, reading, learning disabilities, language arts, individualized instruction, science, and English as a second language. The Head Start teachers do not have university degrees and inservice training is heavily emphasized. Two days each month are set aside for staff training. This year some Head Start teachers are involved in a Child Development Associate training program which includes regular classroom visits and observations by the CDA trainer and workshops centering around modules on music, nutrition, story telling, and so on.

Head Start staff feel that parents are more involved at the Head Start level than at the elementary school because Head Start is viewed as a community program while the elementary school is seen as a BIA program. But it should be noted that the elementary school is a boarding school serving many children whose families live a considerable distance from school while the Head Start centers have the advantage of serving children whose families live closer to the centers. Therefore arranging for parent transportation to various school activities could be a major obstacle to parent involvement at the elementary school level.

Both programs provide similar support services to children, but Head Start places more emphasis on parent training in health services. Referral services for handicapped children are similar for both Head Start and the elementary school. There is a difference, however, in how the programs work when handicapped children are mainstreamed into the regular school setting. The elementary school utilizes resource rooms by taking handicapped

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children from their regular classrooms for special lessons or experiences; the Head Start program does not have such rooms but Head Start staff work with handicapped children within the classroom.

The Head Start programs seem to place more emphasis on bilingual/bicultural education than does the elementary school program. Possible reasons for this are:

- Head Start has more contact with parents since it is located within the community it serves.
- Many children do not speak much English when they begin Head Start.
- Head Start teachers, aides, cooks and bus drivers are Navajo.

It appears then, that the Navajo child is confronted with major educational and cultural discontinuities as he shifts from the Head Start program to the BIA school. In Head Start he is taught by Navajo teachers in Navajo; English is introduced, but it is not necessary to communicate with the teacher. Most important, the Navajo child is picked up and returned to his home each day. In the BIA school, the Navajo child interacts with Anglo teachers who do not speak Navajo and who do not share his value system, pattern of interpersonal relationships, etc., although that system is somewhat ameliorated now in that a Navajo aide assists each teacher. Another major experiential discontinuity for some Navajo children is that the BIA school is a boarding school; beginning at age six, boarding students spend the entire week in a BIA dormitory instead of returning daily to their own homes.

C. Opinions and Attitudes of Program Personnel

Interviews were conducted with the Preschool-School Linkage Advisory Council (PLAC) Chairperson, School A Principal and the Acting PDC Coordinator in which each was asked to give his/her personal evaluation of the success of program planning this year and to anticipate implementation success for next year.* Each respondent was also asked to identify the factors or forces that had most contributed to the shape of the PDC program up to this point. Short, paraphrased summaries of the responses of these three persons are reproduced below to provide a direct expression of their concerns and interests. The concluding section analyzes the patterns of opinion that emerged in the responses of the three persons as they discussed the Developmental Continuity Project.

PLAC Chairperson (May 7, 1975)

The PLAC Chairperson is a first grade Navajo teacher at School A. As Chairperson she has been very involved in PDC program activities and noted that some problems have developed between the PLAC and the PDC planning staff. *The problems between the PDC staff and the PLAC resulted from the PDC staff by-passing the Council when making decisions regarding program operations. There was a definite lack of communication between the PLAC and PDC staff with the PLAC asking them to report on such things as component committee meetings and getting no response. To remedy this the PLAC decided late in March to increase its membership from 8 to 21 to include more representatives and to adopt by-laws which would spell out the role and responsibilities of the Council and of the PDC staff. More understanding on the part of PLAC members concerning their responsibilities and the adoption of council by-laws should lead to a cooperative effort on the part of the PLAC and the PDC planning staff. Since parents have had little previous experience in dealing with school matters it has been difficult for them to understand the school and its structure. On the whole, the PLAC has not had a productive year and I wish that we could start all over again.*

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*The Head Start Director for the three centers participating in PDC has offices in a city that is approximately 100 miles from the PDC site and was not interviewed during this round of site visits. During the first round of visits he was contacted but the interview lasted only ten minutes due to his very busy schedule.

The PLAC Chairperson feels that the BL/BC component has been planned for most successfully. *Committee members have met with persons from the community to receive their input, they have visited other BL/BC sites, have invited consultants to explain BL/BC models and have acquired many ideas for incorporating a BL/BC model into the classroom setting. The success of this committee can be attributed to the enthusiasm of the committee members and their desire to see a BL/BC program in the schools. Because they have outlined a proposed BL/BC model and have many ideas for classroom implementation of the model, this component will be successfully implemented next year.*

The components that have been planned for least successfully this year, according to the PLAC Chairperson, are support services and parent involvement. *As far as I know, the Support Services Committee has met only once and never did get organized. Parent involvement in PDC thus far has been politically oriented rather than content oriented and the same parents tend to be involved in everything. Distance and lack of a telephone system also contribute to the difficulties in getting parents involved. There will probably be problems in implementing this component next year, too.*

Next year the PLAC Chairperson will be implementing PDC in her classroom and therefore is not sure if she will still be PLAC Chairperson although the proposed by-laws would make this a two-year position. She indicated that at times during this year she has been tempted to resign because of the continual problems and would prefer not to serve in this capacity next year. Even though she has felt discouraged at times with the PDC program, the PLAC Chairperson pinpointed two positive results of PDC: *1) communication that has occurred between Head Start and kindergarten teachers in their attempts to reduce redundancy in the curricula and to identify gaps in them and, 2) involvement of parents in the school through PDC activities, i.e., parents are beginning to understand the structure of the school.*

In view of this year's problems and conflicts, the PLAC Chairperson would like PDC to focus more on children's growth, development and well-being, and resolve the existing problems by making the program child centered rather than politically centered. She feels that the PDC concept was introduced to the community at an adult level, e.g., PDC can change the school, rather than at the child level, e.g., PDC can do such and so for your child.

The only discontinuity between the Head Start centers and School A, according to the PLAC Chairperson, is language, in that the Head Start children use Navajo in the classroom. The evaluation team talked to the Chairperson at length about the BL/BC program, specifically about the use of Navajo in the classroom, including using it to introduce concepts. She feels strongly that Navajo children should be taught only in English (she termed this complete submergence) and that only when a child cannot understand a concept should Navajo be spoken. The interviewee believes that if Navajo is used in the classroom for teaching and conversing, children will not feel the need to learn English and will therefore not master the language. She attended BIA boarding schools and was not allowed to speak Navajo in the classroom. She believes that because of this restriction she became proficient in English and was able, eventually, to go to college and get a teaching certificate. She would like to have Navajo history, culture, mores, and so forth introduced in the curriculum but feels that such subjects should not receive more attention than other curriculum areas.

School A Principal (May 8, 1975)

The School A Principal reported that the BL/BC and handicapped components have been planned for most successfully this year. *The BL/BC Committee has been successful in generating BL/BC curriculum ideas and in producing BL/BC models. The committee still needs to integrate their plans with those of the Curriculum Committee and Handicapped Committee.* One prerequisite for committee success is a mix of new and experienced teachers and both the BL/BC and Handicapped committees have such compositions. The interest of committee members in their component area has also contributed to their success.*

The Principal believes that the curriculum, support services and parent involvement components have not been planned for successfully. *The only product from the Curriculum Committee has been the development of a philosophy for the elementary school curriculum. The committee's composition did not*

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*Neither of these committees was functioning at the time of the May site visit.

initially include teachers with experience in curriculum areas; a first-year teacher chaired the committee but resigned because the work load was too great. The Support Services Committee never was organized or functional and the parent involvement component became functional with the PDC staff working with one group of parents, while the Parent Committee Chairperson worked with another set. These groups of parents never met as as whole to discuss the program.

The School A Principal felt that the PDC committees were not functioning because of a lack of direction or organization on the part of the PDC staff. *Committee involvement and participation has been very unstable; outside consultants work with the committees and get them operating, but after the consultants leave there is no follow-up or follow through from the PDC staff and no direction for the chairpersons. As a result, committee work comes to a stop only to be started again during the next visit by a consultant. The lack of follow through on the part of the PDC staff, i.e., failing to call meetings, failing to notify people of meetings, failing to help chairpersons realize their roles, etc., has contributed to the inaction of these committees.*

According to the School A Principal, the committees did begin to meet regularly in mid-March when a new PDC Coordinator was appointed. *A weekly schedule was set up--the Coordinator met with committee chairpersons on Wednesdays at 3 p.m. and the chairpersons then met with their respective committees at 3:30 p.m. The committees were also meeting daily for a period in April to work on the PDC funding proposal.* However, the principal felt that daily PDC involvement affected his staff's preparation time for school and recommended that only the Wednesday meetings be continued.

According to the Principal, the PLAC has contributed little to planning year activities because PDC staff disregarded PLAC input when making program decisions. *The two groups could not work cooperatively so the PLAC began operating independently of the PDC staff. Thus, there were, in effect, two PDC programs being run with the school staff caught in the middle. Shortly thereafter the PLAC decided it was useless to continue meeting since there was no communication or coordination with the PDC planning staff and stopped meeting. The technical assistance consultant from Huron Institute was instrumental in revitalizing and reorganizing the PLAC in late March/early April. Since then the PLAC has voted to increase its membership and is working on the adoption of by-laws.*

The School A Principal feels that the PLAC must be the key group in PDC and, as such, provides the only solution to the series of problems the PDC program has had this year. *Its reorganization is vital and it is necessary for each of its 21 members to be in communication with their constituents regarding PLAC matters. The PLAC has to assume a more assertive role: to advise PDC staff and to act on staff recommendations, suggestions, etc., instead of the reverse.*

The PDC concept was not fully explained to teachers and parents here. The program was introduced to parents as a vehicle or way of changing the elementary school in the direction advocated by the first PDC Coordinator, i.e., more parent involvement in school decision-making, more Navajo teachers and administrators, more BL/BC curriculum, etc. PDC, as portrayed by the PDC staff, is a change agent for School A and not a linkage between Head Start and School A. Most of the teachers did not know about the linkage aspect of the program because it was not fully explained or stressed. As a result, the parents have been used inappropriately in this project; they have been misinformed about the project and what their input on the project can accomplish. This is one of the negative aspects of this program.

The Principal was opposed to the way in which the first draft of the PDC proposal was written and hoped to be involved in the production of the revised version which was due in Washington on June 1, 1975. His staff, including teachers who have been very active in PDC, were also distressed with the "anti-BIA" tone of the first proposal. As a member of the PLAC, the School A Principal will be able to review the new proposal and indicated that he will follow the direction of his staff in accepting or rejecting it.

The Principal indicated that he has equal responsibility, time-wise, for all school programs and cannot spend as much time on PDC matters next year as he has this year. *This year I spent a large amount of my time on the program to get it going; next year, however, PDC staff will be responsible for seeing that it becomes operational. The only stipulation I have concerning the operational year is that the teachers be released from the classroom only for inservice training purposes.*

The two features of PDC which attracted the School A Principal to the program are parent involvement and the provision of a linkage mechanism between Head Start services and School A services. These are still the areas that most concern him and he hopes that PDC can involve more parents in the school setting and that services between the two programs can become continuous. One positive aspect of PDC that he has observed this year has been the increased communication among his school staff on curriculum issues, BL/BC issues and the feasibility of incorporating them into the classroom, and so forth. He feels that PDC has facilitated this communication.

Acting PDC Coordinator (May 8, 1975)*

According to the Acting PDC Coordinator, the BL/BC, handicapped and parent involvement components have been planned for most successfully this year. *The BL/BC Committee plans to set up a resource center in School A next year and committee members are making decisions about which materials to include. The success of this committee is attributable to the fact that they have observed and discussed other BL/BC programs and have been able to use this information as a base in designing a BL/BC model for PDC. The Handicapped Committee has outlined the services for handicapped children and discussed training for parents and teachers in working with handicapped children. The composition of the committee--first-year teachers with M.A.'s in special education--and their initiative in seeking information and consultants have made this component area successful. Because the first PDC Coordinator, the committee members, and I have attended Chapter House meetings and have met with parents on a personal basis, parents have become involved in the program and have input.*

The parent involvement and BL/BC components were identified as those that will be most successfully implemented next year. *Since parents are already involved, they will continue to give their ideas and input to the PDC staff who can then act to incorporate their suggestions. And parent interest and input in the BL/BC component will insure its success next year.*

The PDC Coordinator indicated that the support services and education components have been less successfully planned this year. *The composition of the Curriculum Committee, particularly its new chairperson, has resulted in a lack of progress. The Chairperson is strongly opposed to the PDC program and is not making an effort to meet with her committee. The Support Services Committee never became operational because the Chairperson never met with his committee. On the whole, however, I feel that the committees have contributed to the planning year and that their work is reflected in the 1975-76 proposal.*

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*The Arizona PDC program has had three coordinators during the planning year. In mid-March the original Coordinator was replaced but after one month the second Coordinator (who revitalized the component committees and prepared the 1975-76 proposal) returned to her previous position in another city. This interview was conducted with the third Coordinator who had served as Assistant PDC Coordinator and Parent Involvement Coordinator prior to her new appointment. The turnover in key staff is discussed in more detail in section D, The Planning Process.

The PDC Coordinator predicts that staff resistance to curriculum changes and the resultant need to change teacher attitudes will make implementation of the education component difficult. *Resistance to the implementation of the handicapped component will come from the elementary school administration because the school administrators think that services currently provided by the school and the reservation are adequate and that there is no need to add more. As a means of resolving these anticipated problems I hope teachers and administrators will listen to parent input regarding these two component areas and will plan to change accordingly.*

The PDC Coordinator feels that one of the major problems with the PLAC has been the alliance of its Chairperson with the school administration. She indicated that there was dissension within the PLAC, with some members agreeing with the BIA administration and others disagreeing. She also felt that the PLAC had not been responsive to PDC staff suggestions. The PDC Coordinator, however, is hopeful that the PLAC will function more effectively with the increase in staff and community representation and with the adoption of a set of by-laws.

The PDC Coordinator wants to continue working on the parent component next year (she was Parent Involvement Coordinator before becoming acting PDC Coordinator) and become more involved in the community and in the training of parents.

The following positive and negative forces were identified by the PDC Coordinator as significantly influencing the activities of the PDC planning year: 1) resistance from the elementary school administration, 2) resistance from the PLAC, 3) unwillingness of ONEO program staff to become involved in PDC, and 4) community support. *The School A Principal has opposed both the program and the planning staff and has put pressure on his staff not to participate on PDC committees. The PLAC also has not been receptive to PDC staff ideas and suggestions which has resulted in a lack of communication between the Council and the planning staff. The PDC grantee, ONEO, did not support the program when the difficulties in planning PDC became apparent. The ONEO Head Start Director avoided becoming involved and the PDC staff had to deal with issues that they considered to be administrative concerns. The support from the community for PDC and the planning staff has been a major factor in keeping the program operating and keeping the planning staff optimistic and involved.*

The representative from the IMPD office has been very supportive of the program, putting pressure on ONEO to listen to the problems of the PDC program, recommending a consultant, and in general being very helpful in meeting the staff's needs. We are also very pleased with the performance of our technical assistance consultant. He has been instrumental in revitalizing the PLAC by recommending an increase in membership, drafting by-laws, and providing other direction. He also has been and continues to be involved with the PDC staff in dealing with their administrative problems. The BIA has taken a more active role than ONEO and has been supportive of the program.

The PDC Coordinator did not feel that the support from the national OCD office has been responsive to her site's needs. *The OCD program official did not help the staff address any of the site problems during her site visit, rather, she indicated that she was here only to observe and learn.*

The Acting PDC Coordinator would like PDC to bring more parents into the elementary school (she feels that Head Start already involves parents in their centers) and to involve parents in the classroom and in decision-making. She would also like PDC to accomplish next year what it has not accomplished this year: *the facilitation of communication between Head Start, School A and the PDC planning staff. Currently, School A teachers are very uncomfortable about visiting the PDC offices because of the administration's position on PDC, and the PDC staff, likewise, are reluctant to go near School A. I hope these feelings can change and that all staff will be able to communicate freely with each other.*

Summary

All three of the interviewees mentioned the BL/BC component as having been planned for successfully this year and attributed its success to the enthusiasm and desire of committee members to see such a program implemented at School A. The School A Principal and the Acting PDC Coordinator also indicated that the handicapped component had been well planned and credited this success to the expertise of the teachers on this committee and their initiative in addressing the subject. A third area of success identified by the PDC Coordinator was parent involvement. She felt that the PDC staff, through attendance at regular Chapter House meetings, had been successful in soliciting the interest and involvement of parents in PDC.

All three interviewees identified the support services component as the least successfully planned for component and indicated that the committee never became organized and never functioned as a committee. The PDC Coordinator said that the Chairperson never called meetings and that the PDC staff was not successful in getting the committee organized. The education component was identified by the Principal and PDC Coordinator as not having been successful this year. The School A Principal attributed this lack of progress to the composition of the committee--he felt that many committee members were first-year teachers who had not had enough experience in curriculum development. The PDC Coordinator, on the other hand, felt that the committee had not made progress because the Head Start teachers had not been active and because the new Chairperson of the committee was "anti-PDC" and had "no intentions of working with or for the program." The School A Principal mentioned a third component, parent involvement, as not having been well-planned for this year because of diverse parent groups; according to him there is not a cohesive parent group but rather two or three groups with different information and therefore different conceptions of PDC.

The BL/BC component was mentioned by the PDC Coordinator and the PLAC Chairperson as an area that will be successfully implemented next year, primarily because of the progress made thus far and because of parent support for BL/BC education in School A. In addition, the Coordinator anticipated successful implementation for the parent involvement component because PDC staff are willing to continue attending Chapter House meetings and to act on parent ideas and suggestions. The PLAC Chairperson also felt that the handicapped area would be implemented successfully because of the ideas committee members have for training parents, teachers and administrators to work with handicapped children.

Potential problem areas for next year, according to the PDC Coordinator, are curriculum and handicapped. She anticipates resistance from the staff to curriculum changes and foresees the need to change teacher attitudes. And she anticipates resistance by the school to recommended additional services for handicapped children. Her solution to these anticipated problems is to involve more parents in PDC and to have them express their concerns about BL/BC curriculum, services for handicapped children, etc., verbally. The PLAC Chairperson thought the parent involvement component would present problems next year for two reasons: 1) the difficulty in getting parents involved due to geographical distance and the lack of communication systems (no telephones); and 2) parent involvement thus far has been mainly political and has not been content-oriented; she does not foresee any substantial changes in this area by next year.

Basically, all respondents felt that the PLAC had little effect this year. The Principal felt the Council had contributed little because of its problems with the PDC staff; the PLAC Chairperson wished the Council could start over and erase the past year; and the Acting PDC Coordinator believed the Council had not listened to PDC staff ideas and hoped that the PLAC would become more effective when its size increased and by-laws were adopted. Both the PDC Principal and the PLAC Chairperson felt the component committees had not been successful this year due to a lack of direction and leadership from the PDC staff. On the other hand, the PDC coordinator felt the committees had contributed much to the planning year and that their efforts were reflected in the first draft of the 1975-76 PDC funding proposal.

All three respondents anticipated different roles for themselves in PDC next year. The Acting PDC Coordinator intends to return to her previous PDC position as Assistant Coordinator and Parent Involvement Coordinator and is looking forward to being more involved with the community and in parent training. The PLAC Chairperson will continue as a PDC teacher and hopes to relinquish her PLAC role. The School A Principal indicated that his involvement will be drastically reduced next year due to other responsibilities; he will continue to be a PLAC member and will oversee teacher involvement in PDC but the PDC staff will be responsible for actual program operations.

Lack of committee organization and coordination were pinpointed by the PLAC Chairperson as major factors influencing the lack of progress during the PDC planning year. She felt that the inability of the PDC staff to work with and to help the committees resulted in this lack of progress. The following four factors were identified by the PLAC Chairperson as major factors influencing planning year activities--both negatively and positively: 1) resistance from school administrators to PDC; 2) resistance from the PLAC to PDC staff ideas and suggestions; 3) resistance from ONEO to becoming involved in PDC problems; and 4) community support for the program.

The frustrations that the PLAC Chairperson had experienced during this planning year were summed up in her response to the question, What would you like PDC to accomplish?--*"have the program focus on children and their needs and forget about the conflicts, disagreements, etc., at the adult level."* Both the Principal and Acting PDC Coordinator want PDC to increase parent involvement in School A and the Principal also wants PDC to provide a link between Head Start and the elementary school. The PDC Coordinator wants PDC to produce a more active PLAC and to bring about informal communication between the Head Start, School A and PDC staff.

D. The Planning Process

Arrangements for Planning

Basic arrangements for the PDC planning year at the Arizona site were made by a Steering Committee between September and December of 1974. During that time the first PDC Coordinator and Assistant Coordinator were hired; later, the Assistant Coordinator was also named Coordinator of Parent Involvement. Both of these individuals were given initial training and orientation sessions on site, and the Coordinator attended further training sessions in Washington, D. C. Office space was acquired in a trailer located at the edge of the School A compound, a secretary was hired and initial office organization was established. In Arizona the PDC Council is called the "Preschool-Linkage Advisory Council" or PLAC. PLAC members were selected by the Steering Committee in October 1974. The all-Navajo group is composed of one teacher from School A, one Head Start teacher, one member of the local School Board, one child development specialist from ONEO, two Head Start parents and two field representatives of the Public Health Service. The PLAC first met in mid-October of 1974 to discuss OCD's guidelines for PDC.

Two representatives from the Indian and Migrant Program Division of the Office of Child Development, were initially involved with the local site through orientation and training programs and have continued to be involved in an advisory capacity on administrative functioning. The technical assistance consultant from Huron Institute helped design the basic planning schedule for each component and visits the site once each month.

The PDC component committees are responsible for specific planning activities. The committees are composed of School A teachers, Head Start teachers, parents and administrators. Most committee meetings have been held at the boarding school and School A teachers have been the most active participants. All planning activities (e.g., program review, correspondence, meetings) must be scheduled after class hours so that PDC planning does not interfere with normal classroom functioning. As a result, orientation and training visits to other schools that have experimental programs have been difficult to arrange.

Planning Year Activities

This section of the case study summarizes the acommplishments of the project on planning activities during the planning year. For convenience, this description is organized into two parts by program component. Part 1 covers activities from the beginning of the project through the first site visit by the evaluation team, and part 2 covers activities from that date through the end of the school year. Where there is overlap in the planning tasks set forth in the program guidelines, a discussion of a particular activity will be under the component with which it seems to fit best. Additional information on these planning activities, with special reference to compliance with the guidelines, can be found in the Monitoring Report.

Administration, through February 1975. During the first evaluation visit, the original PDC Coordinator reported that most of the administrative planning for Developmental Continuity was in process. The PLAC (PDC Council) had been established and the coordinating staff had been hired. The definition of specific planning tasks and the establishment of needed communication linkages were being considered but no definite plans had been made in these areas. Although the Coordinator articulated the overall goals of PDC during the first site visit, substantive steps to accomplish those goals were not outlined. Planning activities were behind the schedule that would have been necessary to fully comply with the planning program set by OCD. The ONEO Head Start Director outlined three major reasons for the delays:

- The BIA tradition makes this PDC site different from other sites. Parent involvement and Navajo orientation have not played a key role in BIA schools; for example, there has never been a PTA-type organization in these schools. As a result, more preparatory work has to be done at this site than at other sites to establish the framework within which planning activities can be accomplished. The program is behind because it has more basic groundwork to do.

- The School A Principal has not fully supported planning for PDC, nor has he helped orient the young PDC Coordinator to administrative tasks.

- The PDC Coordinator has been at odds with the BIA school and must begin to cooperate in spite of ideological differences.

Communication linkages among the various groups who are needed to make the program successful have been weak because of geographical distances and the absence of telephones. For example the PDC offices, located at the outer edge of the School A compound, are accessible to parents and other community people but are not immediately accessible to teachers and to school administrative officials. As a result, parent involvement has been good, but teacher and administrative coordination has been poor. To offset this, the suggestion has been made to move the PDC offices into the school itself.* A number of teachers and parents suggested that committee meetings be set up on a regular weekly basis, thus eliminating the need to notify persons about each individual meeting. This procedure would control some of the problems caused by slow and irregular communication.

The PLAC has functioned in an advisory capacity for the PDC staff. The PLAC is designed to have ultimate decision-making power over policies and personnel hiring, and to provide a link between the BIA school and Head Start program. The Chairperson selected for the PLAC is an experienced elementary teacher from School A. She has played an important role in advising the members of the PDC component committees because all chairpersons are fellow teachers and her room is more accessible than the somewhat distant PDC offices. At the time of the first site visits, various conflicts over PDC had led to instability in the organizational structure, and it was being mentioned that the PLAC might be combined with the local School Board.

Administration, March to June 1975. The PLAC has continued to have difficulty functioning over the course of the past year. According to the Principal, PLAC Chairperson, and the active PDC Coordinator, PDC staff and PLAC members have not been communicating and coordinating the operation of the program with each other. As a result, two PDC programs were being operated for some time--one run by the PDC staff for the community and one run by the PLAC for the school. The PLAC stopped meeting in March but was revitalized by the technical assistance consultant and first acting PDC Coordinator in April. Since then, with continuing input from the consultant, the PLAC has increased its membership from 8 to 21 persons which allows for more representation from the various groups. The parents on the PLAC, according to its Chairperson are beginning to understand their roles and responsibilities and the PLAC is now in the process of drawing up by-laws which will define PDC staff and PLAC roles and responsibilities.

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*This suggestion had not been acted upon at the time of the second site visit.

At the time of the second site visit, the relationship between the elementary school (BIA) and the PDC program (ONEO) was still unstable. Because of the influence of both the technical assistance consultant and a large-scale community gathering (which was attended by 60 parents), the administrators of each agency have recently become involved in a series of meetings that will define their individual roles and their relationship to the program.

Since the first evaluation visit, the PDC staff have acquired a secretary but have lost two coordinators. In mid-March, the first PDC Coordinator was relieved of her title by ONEO officials; apparently this action was taken as a result of a recommendation from OCD. By this time, conflicts between the PDC staff and School A administrators had resulted in a virtual impasse for the PDC program. In an attempt to deal with this problem, ONEO made the PDC Coordinator the community liaison person and brought in one of their own staff members as Acting Coordinator. The Acting Coordinator served in this capacity for approximately one month, helping to revitalize the committees and prepare the 1975-76 proposal and then returned to her previous ONEO position. (Apparently ONEO wanted her to continue indefinitely as Acting PDC Coordinator but had presented the assignment to her as a temporary one and she elected to return to ONEO.) After her departure, the Assistant PDC Coordinator (and Parent Involvement Coordinator) became acting PDC Coordinator. She will function in this role until a new Coordinator is hired this summer or next fall but much prefers working with the parents and the community to administering the PDC program. However, even though the original PDC Coordinator no longer holds that position, she still appears to be the dominant force/personality for PDC staff and, as a result, the relationship between the PDC staff and the School A Principal is much the same as when she was the Coordinator, i.e., poor communication and working relationships.

During the second Coordinator's one-month term, committees met as a whole and in individual groups to establish component goals and objectives. Some of the committees, according to the initial draft of the 1975-76 PDC proposal, were more successful than others in defining their goals and objectives. Goals and strategies for activating the PDC component committees and for facilitating the overall operation of the program were also spelled out in March but apparently have not been successful.

It appears that the operational year proposal was written without input from the committees, other than listing their goals and objectives, and without input from the Principal.

Some of the committee members were very dissatisfied with the proposal, particularly with the introduction which was thought by many to be anti-BIA in tone. Others felt that their requests, especially those pertaining to budget items, were not considered since they did not appear in the proposal. Since OCD officials requested that the PDC project resubmit a more detailed proposal by June 1, 1975, a consultant from California who has been working with the PDC program since January was to meet with each committee to get their input during this second round of proposal writing. However, during the second evaluation visit, the California consultant mentioned that although he was supposed to meet with two committees the meetings had not been scheduled by the PLAC Chairperson. He also indicated that the School A Principal had been asked for his suggestions for proposal revisions, although the Principal had not mentioned this to members of the site team.

> In sum, a large portion of the planning year has been spent dealing with administrative problems and conflicts which has resulted in lack of program progress in all component areas. However, it appears that the PLAC will soon become functional and that BIA and ONEO have made a commitment to work together to make PDC operational.

Education, through February 1975. The planning tasks in the education component are being addressed by the curriculum committee and a bilingual/bicultural (BL/BC) subcommittee. Committee membership is approximately half Anglo and half Navajo, including teachers and parents, but School A teachers have been more active and parents and Head Start teachers have complained that they are being excluded from program planning. In mid-January 1975, the two committees began to work on a definition of the educational strategies and curriculum content necessary to implement PDC. Four meetings were held over the next six weeks until the School A Principal put a freeze on further committee meetings. Chairpersons were selected for each committee and initial planning tasks were addressed.

The curriculum committee devoted most of the first month to the elaboration of a questionnaire for parents to determine their curriculum preferences. The questionnaire tried to discern parent attitudes about the role of Navajo culture in the educational process, the role of academic and linguistic skills, and parents' feelings about the current school curriculum. The School A principal questioned both the content of the questionnaire and the methods by which the data were being collected. He was concerned that the questions were too long, that they were written in English, and that they were being verbally collected by bus drivers and other inexperienced people. Some committee members thought that the administration might have felt unnecessarily threatened by the questionnaire's open evaluation of BIA educational policy.

By February, the curricula of the Head Start program and of School A had been reviewed and the curriculum committee was in the process of trying to resolve some of the inconsistencies. For example, the committee Chairperson thought that the Head Start curriculum would provide a good basis for coordination with the School A curriculum. However, in the last year, a significant revision of the Head Start curriculum introduced many Navajo cultural elements that make it more difficult to coordinate with the existing BIA curriculum. The committee was trying to establish contact with the people responsible for the Head Start curriculum to determine why those changes were made and to determine what adjustments can be made between Head Start and BIA.

The BL/BC subcommittee was identifying and reviewing some BL/BC curriculum materials that could be used in PDC. Some committee members had visited another school that had adopted a complete BL/BC program. The Chairperson of the BL/BC committee was favorably impressed with the school's BL/BC program approach but felt that it could not presently be implemented at School A because of funding constraints and conflicts with BIA policy. Curriculum materials from the BL/BC school were being reviewed and a number of publishers had been contacted for information on other applicable curricula. It is hoped that the review of these materials leads to the development of a model that can be used in the PDC Head Starts and elementary school. At first, such a model will be conservative and will conform to the policy constraints of the BIA school. But the BL/BC Chairperson hoped that more Navajo language and culture would be incorporated gradually into School A's curriculum.

Education, March to June 1975. The curriculum committee and the BL/BC subcommittee seem to be addressing curriculum issues independently of one another. The curriculum committee has met only once since March and the original Chairperson has resigned. The way in which this change was handled seems to be an issue between the PDC staff and the School A Principal. According to the Principal, the previous Chairperson resigned because of his workload and the School A language education specialist became Acting Chairperson. The Acting PDC Coordinator indicated that PDC staff were not informed of the resignation until the new Chairperson had already been chosen. The new BL/BC subcommittee Chairperson does not seem to be sympathetic to the PDC program, feeling that it is not directed toward children and should not be continued next year. The PDC staff, therefore, are upset with her chairpersonship of a PDC planning committee.

During the one scheduled curriculum committee meeting, the Huron consultant reviewed the PDC guidelines and explained how committee members might utilize them in their planning activities. He also suggested that the committee write an updated educational philosophy for the School A curriculum. According to the new Chairperson, this was accomplished but neither she nor the PDC staff could locate the philosophy. The Chairperson indicated that she has not called further meetings because she is unclear as to what the committee's task is. (She indicated that she has been given no direction by the PDC staff.) It should be noted that during the interview with the evaluation team this Chairperson was extremely anti-PDC.

One positive outgrowth of the curriculum committee's efforts appears to be the establishment of fairly regular meetings between Head Start teachers from two centers and the BIA kindergarten teachers. These teachers have met to discuss the Head Start and kindergarten curriculum guides and, according to one of the Head Start teachers, the teachers hope additional meetings will allow them to further discuss and resolve gaps in the curricula and to eliminate any redundancies. This group of teachers was still meeting during the second site visit, even though the curriculum committee as a whole was not.

The proposed BL/BC curriculum model and the activities of the BL/BC subcommittee are discussed in the BL/BC component section of this report.

> In sum, little has been accomplished by the curriculum committee. The new Chairperson, who opposes the PDC program, has held no meetings with her committee.

Preservice and inservice training, through February 1975. At the time of the first site visit, the training committee had not been established. The PDC Coordinator thought that the committee might be formed by drawing two persons from each of the other committees. With the help of the technical assistance consultant, the Coordinator had established a timetable to complete the necessary planning tasks. The members of the various component committee had begun their own training in that they were calling in consultants, and they were training themselves to think in terms of PDC and how it can be established. Members have also begun to discuss educational methods and the resultant training needs. However the actual educational philosophy and the curriculum have not been decided and until this has been accomplished, training needs cannot be determined, nor can training begin.

The Coordinator has identified potential resource persons for Navajo language and culture and she has solicited training requests from parents and teachers.

Preservice and inservice training, March to June 1975. No training committee has been established at the Arizona site, instead it appears that the component committees are responsible for setting up their own training programs. The Coordinator of the Navajo Office of Indian Child Services, a division of ONEO, became the liaison person for this component area in March when another ONEO staff member was appointed Acting PDC Coordinator. At the time of the second evaluation visit, training for committee members and parents was scheduled for May 7-9 and May 21-23, but a three-day training session which had been scheduled for April 23-25 was cancelled, as was an April 9-11 workshop. According to the present PDC coordinator, the focus of the two mid-May workshops will be "planning and implementation." But PDC staff did not know the specifics of the workshops, indicating that the liaison person from ONEO is working directly with teachers to meet their training needs.

Training sessions that have occurred include two March workshops on teacher sensitivity and early childhood education presented by two outside consultants. Participants included both Head Start and School A staff. The liaison person from ONEO helped BL/BC committee members identify some bilingual consultants who have met with the committee to discuss such issues as how to implement a BL/BC curriculum, how to train teachers, etc. Further training in implementing BL/BC models has been planned for the May workshops. Although consultants have met with the committees to help them understand their tasks and to work toward some goals and objectives, committee members and the School A Principal feel that this training is not followed up by the PDC staff.

No plans for teacher training in methods of individualized instruction or in the teaching of age-appropriate basic skills have been made. According to the lower elementary school supervisor, School A uses an individualized instruction approach, i.e., teachers work with each child at his own level and pace. She also emphasized the fact that two of the three Head Start teachers have been meeting with the kindergarten teachers to discuss the presently used curricula, thus making kindergarten teachers aware of what experiences Head Start children have had and what their needs are when they enter kindergarten.

> In sum, no PDC staff member is coordinating training component activities and this had adversely affected progress in this area. With the exception of members of the BL/BC subcommittee who have obtained input from BL/BC consultants, few training activities have occurred. Although committee members received consultant input on how to facilitate their operations this training effort was not followed up by the PDC staff. No teacher or parent training in any of the component areas (except for BL/BC) has occurred.

Developmental support services, through February 1975. By February, no formal plans had been made for providing support services other than initial contact with local service groups and agencies. The committee was set up and members had elected a chairperson during the week of the first site visit. Originally, planning activities were to be the responsibility of the committee's Chairperson but because of the time-consuming nature of those responsibilities, the PDC Coordinator indicated that a staff coordinator might be hired for the support services area.

Developmental support services, March to June 1975. No Developmental Support Services Coordinator has been added to the PDC staff and according to the PDC Coordinator, the Chairperson of the Support Services Committee has never held a meeting with his committee. The present PDC Coordinator's attempts to activate the committee have not been successful. When the second PDC Coordinator was appointed in March and attempted to revitalize the committees, the ONEO Support Services Coordinator was identified as the liaison person for this component area. However, the ONEO Coordinator serves 102 Head Start centers in the Navajo Nation and therefore is not able to devote a large portion of his time to the PDC program. In addition, he is required to schedule his work one month in advance and is often not given enough advance notice by the PDC planning staff to clear his schedule.

The ONEO Coordinator of Support Services and service personnel from two neighboring towns, did arrange one support services meeting. The purpose of the meeting was to develop a list of support services needs that could be included in the proposal. PDC staff who were present at this meeting generated a list of the needs of Navajo children in the areas of dental, medical, social support services, etc., based on their knowledge and experience with the community. Some needs identified included glasses for Head Start children, psychological testing of Head Start children and orthodonic care. No follow-up work on these needs was in evidence, nor are there any plans to assess the needs of PDC children.

The ONEO Coordinator has good working relationships with staff from the Public Health Service and BIA case workers and knows of numerous community resources. According to him, if the PDC staff would conduct a needs assessment, he would see that each child's needs are met by contacting the various agencies and following up to see if services have been or can be provided.

The first PDC Coordinator and other PDC staff had contacted and established liaison with the following community resources staff: Navajo Division of Education, Chapter Houses, community health representatives, mental health representatives and the ONEO alcoholics program. However, these agencies have not been involved in PDC for some time, preferring, according to the first PDC Coordinator, to have the project resolve "in-house" differences first.

According to the ONEO Coordinator, the only child records transferred between preschool and elementary school are those kept by the public health nurse. A PDC teacher verified this fact, indicating that to her knowledge the school records of Head Start children are not sent to the elementary school. The coordination of forms and records between the two schools was one of the needs identified at the meeting chaired by the ONEO Coordinator.

> In sum, the PDC program is giving little attention to this component--staff have not completed an assessment of needs of individual PDC children (a list of probable needs was generated by support services staff), all community resources and gaps in services have not been identified (since these are contingent upon a complete needs assessment), and no shared record-keeping system between Head Start and School A has been developed.

Parent involvement, through February 1975. The parent involvement component seems to have attracted the most attention of any planning year activity at the Arizona site. The PDC staff and PDC Council are all Navajo and are mostly parents from the local community. The Coordinator of parent involvement is from the local community and has many contacts among parents. Head Start parents already have close contacts with the Head Start program because classrooms are nearby (the three centers are dispersed throughout the area) and Head Start teachers make visits to each family to acquaint them with their child's progress. Parent involvement is more difficult to maintain in the elementary school. Transportation to the consolidated School A is a problem for some and there is the invisible barrier of the century-long tradition of little or no parent involvement in BIA schools. But BIA administrators and teachers at School A say that they want parents to participate in the classrooms, and it seems probable that a role can be established for them once organizational disputes between PDC staff and BIA administrators are resolved.

The importance of parent involvement in PDC at the Arizona site is most graphically demonstrated by the conflict between PDC staff and BIA administrators. The dispute was carried to the School Board which is composed of local parents. The School Board at a lengthy 12-hour meeting which was attended by parents, teachers and administrators, made explicit their decision that the BIA and PDC staffs would have to coordinate their activities to insure that a PDC program is established at their site.

Progress on the actual planning tasks to be addressed in this area, however, has been slow. Early in the planning process, a checklist was prepared and distributed to parents to determine their interest in participating in the education of their children and a questionnaire was developed and distributed to determine parental attitudes toward the educational policy. According to those persons interviewed, it has been difficult to establish communication channels between Head Start parents and elementary school parents because School A has never had an active parent organization. Nevertheless, PDC staff have been inviting Head Start and elementary school parents to PDC Council meetings and committee meetings and an elementary school parent organization is being established. Unfinished planning tasks in this area include an assessment of parent interest in special adult programs and planning parent training sessions in decision-making, policy planning, etc.

Parent involvement, March to June 1975. A School A teacher is the Chairperson of the Parent Committee. He views his role as holding discussions with parents at Chapter House meetings to discern their interest in becoming involved in school-related activities and in special adult classes. The Chairperson did not seem to be familiar with the actual planning tasks for this component. When the first PDC Coordinator assumed the position of community liaison on March 17, 1975, she in effect began to function as a Parent Involvement Coordinator. Thus, she, the Chairperson, and the Acting PDC Coordinator have kept Navajo parents informed of and involved in PDC activities.

As mentioned, the PLAC membership has just recently (April) been increased to 21 members, six of whom are parents not employed by Head Start or the school. The PLAC Chairperson reviewed the planning tasks with the new Council members and explained the role of the Council to them and she feels that they are just beginning to comprehend their role in the program. The parents, as part of the Council, are to be involved in drafting and adopting Council by-laws and reviewing and acting upon the 1975-76 PDC proposal. Although a parent group has not yet been formed at School A, the parents who are being added to the PLAC should facilitate communication between Head Start and elementary school parents.

At present, PDC staff plan to conduct parent training in decision- and policy-making skills, early childhood education, and career education in the fall of 1975.

Local Chapter House meetings are also utilized as a way of keeping parents informed about PDC activities and of obtaining their input on issues. Community meetings are held on Monday and Thursday evenings at three locations in the area. Although the Chairperson of the Parent Committee and some BL/BC committee members have attended the Chapter House meetings. Responses to the questionnaire that was developed earlier in the year by Curriculum Committee members to assess parent roles in the classroom, indicate that parents would like to become involved in the classroom as paid "resource" staff, primarily to teach Navajo culture, history, mores, religions, crafts, etc. The questionnaire responses and informal discussion with parents also showed that parents are interested in special adult programs and work is underway to develop a career ladder. PDC staff intend to make contacts with community colleges and solicit funds from outside agencies for this purpose.

There were, however, some differences of opinion among onsite staff regarding parent involvement in PDC. Both the first and the present PDC coordinators indicated that parents are very involved in and supportive of the program and that parents want to see changes made in School A so that they can become more involved in the school. However, the PDC PLAC Chairperson indicated that many parents do not know about the program and, of the ones who do, many are uncertain and confused about its functions, particularly in the light of the conflict between the Navajo PDC staff and the BIA school administration. A local Head Start teacher also expressed this view, indicating that parents have been asking her about the purpose of the program, wondering whether PDC is actually for the children of the community or not.

> In sum, Navajo parents are members of the revised PLAC and will be involved in PDC program decisions. According to PDC staff, parents are regularly informed of PDC. However other persons interviewed indicated that many parents are undecided about the program and what it should be accomplishing. No training for parents has occurred and only very preliminary plans have been made for it.

Services for handicapped children, through February 1975. The committee for services for the handicapped held its first meeting on February 26, 1975 at which time a chairperson was chosen. The second meeting of the committee was held during the first site visit, and a heavy schedule of meetings was planned throughout the month of March. Committee members had obtained a list of parents of handicapped children in the area and plans were to try to identify other children with handicaps who were not on the list. Representatives from the Public Health Service and the Office of Navajo Economic Opportunity were invited by the committee to describe specific services they offer that could be utilized by PDC staff.

According to the committee's Chairperson, although planning for this component area had begun, no specific arrangements had yet been made. She anticipated being able to complete the planning tasks by August 1975, in time for implementation. The School A Principal pointed out a special circumstance that might affect planning for this component area--traditionally parents have kept handicapped children at home and have not sent them to school. He felt that this attitude still prevailed to some extent and thus might complicate the delivery of special services to these children.

Services for handicapped children, March to June 1975. According to the PDC Coordinator, the handicapped committee has been one of the most active committees at this site and has met about 10 times (one meeting included a community barbecue dinner at School A). But at the time of the second evaluation visit, the committee had not met for the past month due to a conflict between the PDC staff and school administrators.

Since the last evaluation visit, the committee has been conducting a survey, of sorts, to determine the kind and number of handicapped children PDC will serve next year, i.e., a public health nurse gave the committee census information and reported on individual children who have special needs. In addition, the School A Counselor reported on the number of children having sight and hearing problems, although it was not known how up-to-date the information was. No mention was made of how incoming Head Start or School A children would be surveyed but the active commitee members include four special education (Title I) teachers who presumably know the needs of School A's children.

Committee members have been assessing available community resources and have had representatives from the following agencies discuss their services: ONEO, Public Health Service, a Chapter House president and the Associate Director of community health representatives. The committee has also reviewed Title I services that are offered in the area and has discussed such services with the head of the special education division in the Navajo Division of Education. The committee was in the process of arranging for services from these agencies when it stopped meeting.

The committee also was involved in putting together a resource file on the handicapped child. Members contacted resource agencies by letter for this information but had received few replies at the time of the second site visit.

According to the Chairperson, Handicapped Committee members discussed the need for a continuous service system throughout preschool and the early primary years. No plans, however, have been made to develop such a system.

Committee members foresee no structural changes in the school for next year since no physically handicapped children will be attending; no special staff will be hired either. Currently, School A has one lower elementary Educably Mentally Retarded (EMR) class and Title I staff work with children who have special needs. According to the Principal, EMR children are mainstreamed in regular classrooms for varying lengths of time, depending on their individual abilities. The committee surveyed a few teachers to determine their training needs in this area and found that teachers wanted training in techniques for working with handicapped children within the regular classroom routine. The committee also would like the administrators to be involved in this training but have made no plans for such training to occur.

In March the committee identified both long- and short-term goals. Long-term goals included:

- educating the community to accept the child with special needs (committee members want to work with parents at Chapter House meetings to accomplish this goal and this procedure was to be coordinated with the parent involvement committee but never was),

- formulating a philosophy for the handicapped component,

- educating regular classroom staff in teaching methods, individual instruction, etc., with respect to children with special needs (members wanted to coordinate this teacher training with the curriculum committee but have not done so).

Short-term goals included:

- obtaining eyeglasses for Head Start children,
- implementing a system for transferring student records,
- coordinating Head Start parent and teacher training with similar School A training.

Since the committee is no longer meeting, no further action has been taken on any of these goals.

> In sum, the handicapped committee has not completed a survey of handicapped children in Head Start and School A, although they have talked with the public health nurse. Committee members have assessed community resources in this area and talked with representatives from some of these agencies, but no firm commitments regarding services for PDC children have been made. Committee members have discussed training needs and the need for a continuous service system for handicapped children from Head Start through grade 3 but no concrete plans have been made to actually implement such a system next year.

Services for bilingual/bicultural children, through February 1975. As indicated in the education component discussion, PDC planning staff have assumed the position that the PDC curriculum must be bilingual/bicultural. As indicated earlier, a visit was made to another school which has a bilingual/bicultural program. In addition, two other models were presented to the committee by a Hopi representative and by a curriculum specialist from the University of New Mexico. The committee anticipated more use of Navajo in the classroom, particularly in kindergarten and first grade. Parents would be utilized frequently as resource persons in this effort. The final curriculum would be a composite of elements available from already prepared curricula and applied to needs and possibilities of totally new materials for School A.

Services for bilingual/bicultural children, March to June 1975. The BL/BC committee has been meeting on a weekly basis and, although its composition includes administrators, parents and teachers, the current working committee consists of five elementary teachers. A third grade Navajo teacher is the committee's chairperson.

The committee has been very active in finding out about other bilingual/bicultural models. Discussions have been held with consultants on how to develop and implement a bilingual/bicultural model that could be implemented in PDC and how to train teachers in this area. Members hope that their five-component BL/BC model will serve to coordinate bilingual/bicultural services between the Head Start and elementary school as well as to provide an approach which will improve students' self-concepts.

In justifying a bilingual/bicultural program at this site, committee members identified the following program goals:

- to maintain cultural heritage, cultural identity and strengthen the self-concept;
- to extend the Navajo vocabulary and fluency using oral tradition;
- to introduce some concepts (math, social science and science) in Navajo;
- to offset the lack of materials available on Navajo culture;
- to offset the lack of PDC staff awareness of cultural values, mores, language, etc.;
- to offset the lack of parent involvement.

The model the committee proposes is completely oral and includes the following five components:

1) Oral Tradition--this would emphasize the oral use of Navajo in the classroom. The committee recommends that two parents be hired for the classroom and that parents or grandparents be hired to serve as "nurturing parents" for the dorms.

2) Bilingual/Bicultural Practices and Philosophy--this involves the integration of the bilingual/bicultural philosophy into the regular program at the Head Start and kindergarten levels. Activities would include making materials with which the children could identify.

3) Navajo Science/Social Studies--this involves introducing and teaching parts of the curriculum in Navajo. In many cases this component would involve Navajo aides in conducting lessons. Training for aides in these skill areas and the development of certain parts of the curriculum would be required for this component.

4) Resource Center--the BL/BC committee proposes to convert a room in the school library into a resource center containing materials pertaining to the school area. Child-produced materials such as slides, stories dictated or written after field trips in the immediate area, etc. would be available in the room as well as other materials pertinent to the area and Navajo culture. The committee plans to develop new materials for this room next year.

5) Staff Training and Evaluation--the committee has recommended that one person (Navajo curriculum coordinator) be hired or appointed to plan and implement the bilingual/bicultural training and to evaluate bilingual/bicultural curriculum implementation.

The committee also recommended that children be tested to determine the effectiveness of the bilingual/bicultural program (the committee has collected some information on such BL/BC tests).

The Bilingual/Bicultural Committee hopes that the proposed model will provide for continuous bilingual/bicultural experiences as children go from Head Start to the elementary school. The model provides for the introduction of concepts in Navajo and the teaching of some subjects in the dominant language of individual children. According to three teachers interviewed, Navajo is currently used in their classroom only as a last resort when trying to help a child understand a concept. The program also calls for individual instruction for non-Navajo children.

Before developing their bilingual/bicultural model, some committee members attended Chapter House meetings to talk with parents about committee functions and to get parent input about bilingual/bicultural programs that could be incorporated into the classroom. The committee's Chairperson indicated that although not all parents were in favor of a bilingual/bicultural curriculum, most parents indicated they would like to preserve the Navajo language and have it used in the classroom. In assessing the bilingual/bicultural needs of children, committee members asked parents to suggest activities they would like to have occurring in the classroom. Parents suggested incorporating the following topics into the curriculum: legends, history of buttes and terrain, area plants, history of the Navajo, the art of weaving, raising livestock, silvermaking, respect for animals, Navajo songs and dances, etc. The committee had not seen the results of the parent questionnaire but felt that by going to the parents directly they were getting more complete information. The committee plans to involve parents in the classroom and dorms as paid staff by serving as resource people in kindergarten and first grade classrooms and as "nurturing parents" in the dorms.

The committee has identified the following bilingual/bicultural resources: Chapter Houses, TRIBE, ONEO staff and a local medicine man. They have also visited other bilingual/bicultural programs and received and reviewed bilingual/bicultural curriculum materials. Committee members plan further contact with TRIBE and Chapter House officials regarding their involvement in PDC and the bilingual/bicultural component. In addition, the ONEO liaison person has helped committee members contact resource people for this component area and as a result various consultants were to meet with the committee on bilingual issues during the second and third weeks in May.

All three Head Start teachers and six School A teachers are Navajo. As mentioned, the committee recommended in the proposal that a Navajo curriculum coordinator be appointed to coordinate the bilingual/bicultural aspect of the program and that two parents be hired on a full-time basis to serve as resource staff in the kindergarten and grade 1 classes. Also, if the proposed model is accepted by the PLAC, the Navajo aides will be much more involved in teaching some of the content areas next year.

Other than meeting with bilingual/bicultural consultants in May (which did not involve all PDC teaching staff) the only training that has been tentatively planned centers around a School A preservice training week that is scheduled to occur in August. The committee's chairperson said she had approached the School A Principal about incorporating some bilingual/bicultural training into the preservice week's schedule and was to meet with him again on this. Other staff training in BL/BC areas, however, will be scheduled by the new curriculum coordinator when he/she is hired. However, the first draft of the proposal did not list this position in the budget, and the PDC Coordinator expressed doubt about whether this position could be funded. The proposed model does call for a more active role on the part of the Navajo aide in each classroom and, according to a committee member some aide training in the teaching of math, language, etc., will be provided this summer through Title I. The committee feels, however, that PDC should provide additional training.

The Bilingual/Bicultural Committee has met once with the curriculum committee to discuss the bilingual/bicultural model. PDC staff reported that at first teachers seemed threatened by the thought of moving toward a bilingual/bicultural model and some thought they would lose their jobs (because they did not speak Navajo) or would have to play a less dominant role in the classroom as the Navajo aide introduced concepts and lessons in Navajo. However, after hearing that the program was oral and not written, they have accepted it. The two committee members interviewed estimated that six to seven of the 11 K through 3 teachers would be receptive to a bilingual/bicultural curriculum. Committee members were less clear on how acceptable the program would be to the School A principal, saying only that it would be acceptable if it did not conflict with BIA or Title I guidelines.

> In sum, the Bilingual/Bicultural committee has developed a five-point bilingual/bicultural educational model for the PDC program. The committee developed a rationale for such a program, visited other bilingual/bicultural models, met with consultants, and discussed bilingual/bicultural issues with parents before developing their proposed bilingual/bicultural program. The committee has also identified and contacted community resources and plans to continue making additional contacts. The proposed model has been reviewed and accepted by the curriculum committee but has not been accepted by the School A Principal or the PLAC yet. Since it has not been approved, no training for other teachers in this area has occurred.

E. Analysis of the Planning Process

Planning for the Arizona program has suffered because of poor working relationships, particularly between PDC staff and the School A staff. The formal structure of the PDC program is depicted in Figure 1.

The analysis and interpretation of this program is presented in the sections that follow in terms of description of roles of the planning personnel, planning accomplishments and completion of planning activities, an overview and interpretation of salient features of the program as it stands at the end of the planning year, and a description of the de facto definition of the PDC program.

Description of Roles

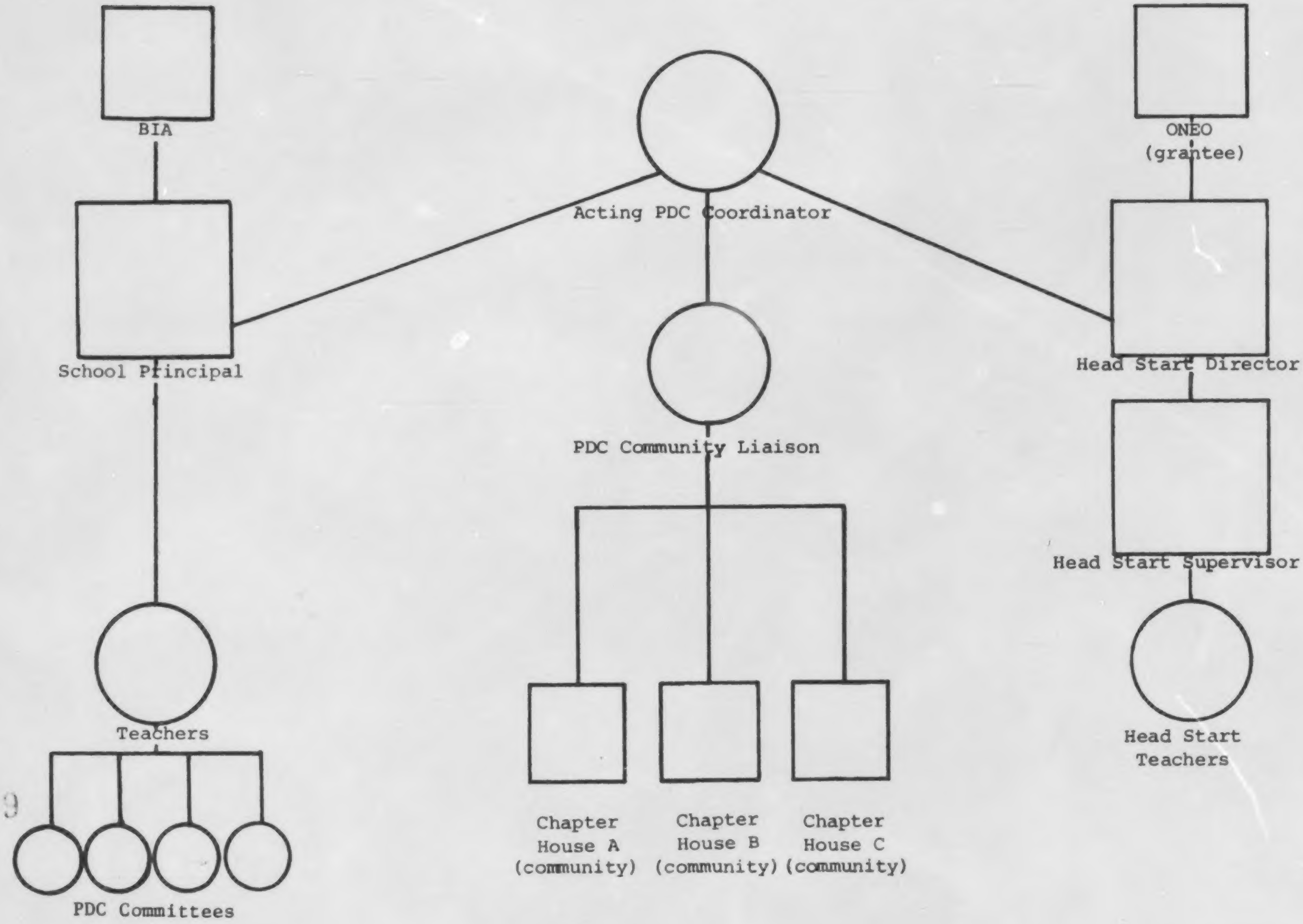
Planning for the Arizona PDC program has involved PDC program staff, school administrators, the technical assistance consultant, ONEO and PLAC. Their roles and activities can be delineated as follows:

- PDC staff: the Acting Coordinator and the Community Liaison. These two individuals have reversed job positions over the course of the planning year. Last fall the Community Liaison was hired as PDC Coordinator and the Acting Coordinator was hired as Assistant Coordinator and also served as Parent Involvement Coordinator. ONEO re-assigned both individuals in March and April 1975. PDC staff believe the Navajo people should have more direct control of the schools their children attend and view PDC as a means of achieving this goal; in other words, they view PDC as a change agent for School A. Responsibility for the overall operation and coordination of the PDC program rests with both persons. Unfortunately, because of their lack of experience and background in administration, neither woman is prepared to meet the organizational and administrative demands of a program such as PDC.

- School A staff: Principal and teachers. The Principal has been involved in PDC from the beginning of the planning year and has played a major role in the

Figure 1

Formal Structure of the Arizona PDC Program


BIA
ONEO (grantee)
Acting PDC Coordinator
School Principal
Head Start Director
PDC Community Liaison
Head Start Supervisor
Teachers
Head Start Teachers
Chapter House A (community)
Chapter House B (community)
Chapter House C (community)
PDC Committees

events that have occurred since then. As School A's Principal, he has been instrumental in determining whether or not his staff can participate and as a PLAC member, he has made sure that all PDC staff suggestions are carefully reviewed and discussed. In essence, it appears that the Principal controls the "educational" aspects of PDC, e.g., School A and its personnel, while the PDC staff control the "community" aspect of the program, e.g., parents, community representatives, and so forth.

- The technical assistant. The technical assistance consultant appears to be heavily involved in all aspects of PDC at the Arizona site. One of his major functions is in the area of program administration--he has been instrumental in reorganizing and revitalizing the PLAC and has suggested ways to increase its membership, seat new members and write by-laws. During the second evaluation visit, the consultant was providing administrative advice to the PDC Coordinator, e.g., telling her what activities needed to be done and how and when to do them. He seemed to be a prime force in activating the PDC program.

- Grantee: Office of Navajo Economic Opportunity (ONEO). With regard to PDC planning, ONEO has assumed an inactive role for most of this year. The agency seemed to avoid becoming involved in the PDC-School A impasse as long as possible and only acted when OCD recommended in February/March 1975 that a different project coordinator be appointed. After re-assigning the PDC Coordinator as Community Liaison, ONEO assigned support staff and a temporary PDC Coordinator from their Fort Defiance office to PDC in an attempt to establish better communication and cooperation between the PDC office and the School A administration and thus facilitate PDC planning. ONEO's next involvement in the PDC program occurred as a direct result of a well-attended parent meeting in April 1975 which was designed to show BIA and ONEO administrators the widespread community support the PDC program had in order to solicit their involvement in the administration of PDC. (It seems at this point in time the School A Principal had decided that he did not want the program and was not going to allow his teachers to participate.) A series of negotiations between BIA and ONEO was initiated at that time and was still in process during the second site visit.

- Preschool-Linkage Advisory Council (PLAC). Two or three months after the PLAC was organized it became apparent that PLAC and PDC staff could not work cooperatively and, in fact, PLAC started its "own" PDC program, i.e., operating independently of the PDC staff. (Each side felt that the other did not listen to their suggestions, recommendations, etc.) PLAC members eventually decided this was a futile effort and stopped meeting altogether. At the urging of the technical assistance consultant, however, they are now in the process of reorganization but it remains to be seen whether the new PLAC will have an influential role in PDC decision-making.

As noted throughout this report, the working relationships among planning year staff have been extremely poor. Communication between PDC staff and School A administrators is virtually nonexistent and there does not appear to be much communication between PDC staff and the School A teachers, primarily because of the strained relationship between their Principal and the PDC staff. The reason for this strained relationship is related for the most part to different expectations for PDC. The Community Liaison believes schools for Navajo children should be administered and staffed by Navajo people; she does not feel that the BIA represents the Navajo viewpoint and does not believe they should be in control of Navajo-attended institutions. The School A Principal, on the other hand, wants to maintain control of his school and views PDC as a program that links Head Start to his school and does not change either drastically. This difference of opinion regarding program direction has resulted in a poor working relationship throughout the course of the planning year. Working relationships between PDC staff and parents, however, are very positive and PDC staff have channeled most of their time and effort in this direction.

Basically, the PDC decision-makers during the planning year were the School A Principal and the PDC staff--the Principal controlling school staff and their involvement in PDC and PDC staff deciding how and when to involve parents in the program. PDC committees and the PLAC had no real decision-making powers, although the PLAC may become more of a power force after its reorganization.

Planning Accomplishments by Component

Table 1 gives a component-by-component breakdown of planning task completions. Except for the parent involvement and bilingual/bicultural areas, most component areas show

Table 1

Degree of Completion of Planning Tasks by Component

Component	Number of Planning Tasks	Complete	In Progress	Not Begun
Education	5	2	2	1
Training	5	1	2	2
Support Services	7	1	5	1
Parent Involvement	6	4	1	1
Administration	12	4	5	3
Handicapped Services	8	2	6	0
Bilingual/ Bicultural	7	4	1	2
BL/BC Demonstration Project Tasks	8	4	4	0
COMPLETION TOTAL	58	22	26	10

minimal task completions and many of the completed tasks are not in compliance with PDC guidelines. For example, staff met to discuss the educational approach for PDC and committee members present (all of whom were School A teachers) wrote a philosophy for the School A curriculum. In a similar manner, a training schedule was developed and called for three or four training sessions, but half of these never took place. The majority of tasks reported as complete would really fall in the category "complete but not in compliance."

Lack of progress in the PDC component areas can be attributed to two factors: 1) the lack of administrative/ organizational abilities on the part of the PDC staff, and 2) the erratic support of PDC by the PDC Principal which has resulted in sporadic involvement in program planning by School A teachers. Neither member of PDC's administrative staff has prior administrative experience and they have not been able to provide the necessary leadership and direction for the committee chairpersons. They have not, therefore, been effective in coordinating overall program planning activities. With the exception of the bilingual/bicultural committee, and possibly the handicapped committee, little has been accomplished by the committees because they do not understand their roles. When consultants have worked with the committees and attempted to organize them, PDC staff have not followed through on their plans. The wavering of the School A Principal in first supporting and then opposing the program has also affected the involvement of his staff, especially on committees. His staff are naturally hesitant to become involved in a program that their supervisor supports one moment and opposes the next. Also, it appears that he has purposefully restricted teacher involvement at times during the PDC planning year.

The progress that is evident in the parent involvement area is due to the emphasis the PDC staff have given to this component. Both administrative staff members have channeled much of their time and energy toward familiarizing parents and other community members with PDC. The progress made in the bilingual/bicultural areas (both component and program tasks) has been the direct result of the hard work of five enthusiastic School A teachers.

Planning Accomplishments by Type of Activity

Table 2 gives a review of the completion of planning tasks based on the type of activity required. All planning tasks were analyzed for the activity required and were placed in four major categories: coordination, review and assessment, administrative decisions, and program decisions.

Table 2

Degree of Completion of Planning Tasks
by Type of Activity

Activity	Complete	In Progress	Not Begun	ACTIVITY TOTAL
Coordination	9	8	1	18
Review and Assessment	7	3	0	10
Administrative Decisions	5	7	1	13
Program Decisions	1	8	8	17
COMPLETION TOTAL	22	26	10	58

Coordination. Included as coordination were all activities that involved developing timetables and schedules, arranging intergroup communication and defining relationships among people and/or groups. Half of these kinds of tasks have been reported as completed and one has not been addressed.

Review and assessment. Review and assessment included review of existing programs, review of program alternatives, surveys of resource people and services and assessments of needs and interests. In Arizona, seven of the 10 tasks related to review and assessment have been reported as completed.

Administrative decisions. Only five of the 13 administrative decisions (38%) have been reported as completed. These decisions include hiring personnel, deciding on space and physical plant issues, budgetary issues, and initiating specific program activities.

Program decisions. Program decisions have been a difficult area for the Arizona program; only one task in this area has been completed and almost half have not been addressed. Included in this category are definitions of program goals, definitions of needed program materials, of training content, and of program plans for instruction and support services.

Summary. In sum, PDC planning in Arizona has been severely hampered by the lack of organizational/administrative experience on the part of the PDC staff, the resultant inability of committees to function effectively, and the inconsistent support for PDC of the School A Principal. At the end of the planning year, only slightly more than one-third of the planning tasks have been completed by PDC staff (22 out of 58) while 10 have not been addressed at all. Many of those completed are not in compliance with PDC guidelines.

Program Interpretation

Due to the uniqueness of the Arizona PDC site, it is not feasible to try to interpret its PDC program from the perspective of successful completion of planning year activities. Instead, the program should be viewed as an initial attempt to establish communication among diverse groups of people who often possess very distinct and opposing viewpoints. Understandably, this process has been fraught with problems and, as a consequence, actual PDC program development has been delayed.

The reasons for this delay fall into four categories:

- Conflicting interpretations of PDC. PDC staff do not appear to understand or in any case do not stress the "linkage" aspect of the program. The Head Start program has received only minimal attention from the PDC staff and the impression that the evaluation team received, which was substantiated by various staff involved in PDC, was that PDC is viewed as a change agent for the BIA-controlled elementary school. During the evaluation visits, PDC staff continually talked about how the elementary school should be changed to allow for more Navajo control. The School A Principal, however, views PDC as a program that will help link Head Start and School A and that will involve more parents in school activities. He does not think of PDC as a program that will bring about drastic changes in the school. These different conceptualizations of PDC have made it extremely difficult for the PDC staff and Principal to work together during the planning year. As a result, PDC staff feel very uncomfortable about going into the school to talk with teachers and the teachers, in return, feel uncomfortable about going to the PDC trailer offices.

- Lack of agreement between the BIA and ONEO regarding PDC. One of the frustrations that PDC staff have experienced this year has been their inability to obtain support and assistance from ONEO administrators. Apparently, the relationship between ONEO and BIA, with respect to the PDC program, has never been defined. Thus, when the School A Principal announced (as he apparently did at times) that his teachers were not going to participate in the PDC program, neither BIA nor ONEO administrators would intervene and say,"you have to work together." This situation, however, was changing at the time of the second site visit; administrators from both groups were meeting to define their commitment to the program and their accompanying roles and responsibilities.

- Inconsistent program support. It is important to distinguish the support base for PDC from the support base for PDC staff. Although ONEO, the PLAC and the Principal seemed to offer little support to the PDC staff, they all seemed committed (in varying degrees) to the goals of the PDC program. ONEO was in the process of working out an arrangement with BIA which would spell out the involvement of each in PDC. The Principal sees positive results from PDC such as better parent involvement and increased communication among School A staff. The PLAC, too, is reorganizing itself in order to become more effective as a decision-making body. Other school administrators, however, including the education art specialist and the elementary teacher supervisor are opposed to both the PDC program and to the program's staff and have nothing positive to say about PDC.

Some teachers may have supported the PDC program and staff at one time, but most of the teachers the evaluation team talked with seemed frustrated in their efforts, i.e., no support from the PDC staff, no direction or leadership, no regard for their budget recommendations, etc. The evaluation team feel it will be difficult for PDC staff to get some of these teachers involved in the project again. The one solid support based PDC staff have is parents. However their support for PDC is support for the concept of PDC as introduced to them by the PDC staff. In other words, they may be viewing PDC as a program that is designed to foster changes in School A rather than as a program that has, as its major focus linking of a child's Head Start experiences with his/her elementary school experiences.

- PDC staff's lack of organizational/administrative experience and ability. Neither of PDC's administrators has the administrative background necessary to run a program such as PDC. They were not able to help the committees become organized and functional and they were not able to pull together all the component activities into a cohesive unit. As mentioned earlier, the technical assistance consultant's influence and activity in this PDC program permeates the entire administrative area--he is responsible for reorganizing the PDC PLAC, e.g., increasing membership, seating them, writing by-laws, etc. and he has been asked to write a "letter of agreement" indicating the ONEO and BIA involvement and commitment to the Arizona PDC program. It seems that unless a consultant is onsite to see that these kinds of administrative issues are attended to, they simply do not receive the necessary attention. Whenever the consultant provided suggestions and/or directions for activities to be accomplished in his absence, these were not carried out. In a related administrative area, various committee members appear to be frustrated by their involvement in PDC because of the lack of support they receive from PDC staff. An education committee member reported that her committee lacked direction and purpose and other committee members expressed similar feelings when their recommendations were not reflected in the proposed 1975-76 budget.

The De Facto Definition of PDC

The PDC program in Arizona, at the end of the planning year, is definitely parent- and community-oriented. PDC staff view the program as a change agent for the elementary school and have introduced PDC to the community as such. In fact, the first 1975-76 PDC proposal attacked BIA control of institutions and proposed that parents be the prime decision-makers in programs involving Navajo children. However, no implementation year plans were proposed and the proposal did not address planning year tasks specifically. Staff seem to view children as secondary in the PDC program, their major focus being to affect change in the BIA-controlled school via parent and community involvement/influence. The "linkage" concept, the basis for Developmental Continuity, seems to have been completely ignored.

It is difficult to predict what the Arizona PDC program will look like next year in view of the fact that a new PDC coordinator will be hired. If this person sees PDC as a means of obtaining Navajo control of School A, the program may continue to function as ineffectively as it has this year. However, if a PDC coordinator with a background in administration is hired and he/she can work effectively with both the School A Principal and the Navajo community and can also re-involve the teachers in PDC, it is possible that planning activities not addressed successfully this year could be addressed successfully next year.

In sum, at the end of the planning year, PDC in Arizona had no program, except in the area of bilingual/bicultural education. Instead, activity this year has focused on parent/school political alignments and the basic conflicts that have resulted. The Arizona PDC program can be characterized as a shifting and unstable organization, divided between staff and PLAC subprograms and hindered by the fact that no central authority or direction has been established. It remains to be seen whether a functioning PDC program can be developed next year.

PROJECT DEVELOPMENTAL CONTINUITY
PROGRAM CASE STUDY

California

July 1975

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A. Introduction

The first thing to be noted about Project Developmental Continuity (PDC) in California is that funding was not awarded for the program until December 20, 1974, six months after most of the other PDC sites received funding awards and half-way through the 1974-75 school year. There was some initial confusion among California's PDC planners over whether full implementation was expected of them by September 1975; national OCD officials later clarified that in fact it was. The first evaluation site visit took place during the week of March 3, 1975, just three weeks after the PDC Coordinator was hired. The second evaluation visit occurred two months later, in mid-May. By the time of the second visit the project planning organization had been established, but very little substantive planning had been accomplished. Many of the required planning activities were scheduled for the end of the school year and for the summer months.

Before examining the existing educational setting and describing the California site's progress in planning for Developmental Continuity, it is important to understand the context in which these activities are occurring. This introduction describes the community in which the program is located and the events that led to the establishment of a PDC demonstration site.

The Community

The California PDC city has 34,000 inhabitants and is located near the center of California's prosperous San Joaquin Valley. Surrounding the city are expensive agricultural lands planted with fruits and vegetables. The long orderly rows of fruit orchards line the highway as one enters the city from the interstate.

The city has a relatively small amount of industry; two of the major employers are producers of work clothing and public utility companies. A local community college provides residents of the area with additional educational opportunities. The community around the prospective PDC elementary school is participating in a Model Cities Renewal Project; thus, many new homes have been built within the last two years. Shopping facilities are located about two miles from the school in a downtown area. The city's inhabitants are approximately 75% White, 22% Chicano, 2% Native American, and 1% Black. Approximately 83% of the families with children in the school are currently employed; the remaining 17% receive welfare assistance. Most of those employed are farm laborers, clerical workers or self-employed persons. The average family has about four children and in 17% of the families only one parent lives in the home.

According to a school official, there are many bilingual children who speak Spanish as a primary language, and many Spanish-surnamed people in the community would like Spanish maintained as a primary language in the school. Parent groups have long expressed the desire to have the school provide an individualized bilingual/bicultural program.

The Origins of Developmental Continuity

The Head Start Director of the County Child Care Education Program learned of the Developmental Continuity Project when she received a telephone call from a representative of regional OCD on April 15, 1974. The Director was told about the various aspects of the project and was asked to determine the interest level within the local community and school system for such a project.

According to a letter from regional OCD, funds were to be allocated for one PDC site in Region IX and this county was one of the four possible areas in which a bilingual/bicultural program could be developed. The four prospective counties were identified on August 2, 1974 by representatives from regional OCD, the U.S. Office of Education, and the California State Department of Education.

The superintendents and principals from two school systems met with the Head Start Director to discuss the potential project. Similar meetings were held with the Assistant Superintendent, Director of Curriculum Development, and Primary Coordinator from the local Unified School District.

The County Child Care Parent Policy Council was also briefed on the various aspects of PDC during a May 7, 1974 meeting. This Council consists of representatives of child care centers (Head Start) and of community agencies (welfare, mental health, department of education, public health, etc.).

Approval was granted by the Council to the County Child Care Education Program for the submission of a completed preliminary questionnaire to the national OCD office. This questionnaire, submitted May 17, 1974, listed three potential PDC elementary schools.

A letter, received by the Head Start Director on August 21, 1974, confirmed that the county had been selected as one of four potential sites and that two of these sites would be asked to develop a bilingual/bicultural PDC proposal. The Early Childhood Schools approach was originally suggested as the model for the sites to adopt. Regional OCD officials felt the ECS approach would best integrate with the State of California's Early Childhood Education Program, which was just being initiated. However, later considerations finally led to a selection of the Preschool-School Linkages Model.

The Head Start Director was notified by letter on September 9, 1974 that a representative of the Office of Education, an OCD community representative and an OCD fellow would visit the County Child Care Education Program on September 17, 1974 to acquire information regarding the potential for developing a bilingual/bicultural PDC project in this county. A meeting held during the site visit was attended by:

- representatives from regional OCD
- the Director and several staff members of the County Child Care Program
- the Chairperson of the County Child Care Parent Policy Council
- the Early Childhood Coordinator, Director of Compensatory Education and the Director of Research for the local Unified School District
- two principals and a superintendent.

The OCD regional liaison person described the PDC program to those attending the meeting. A discussion of the potential problems followed, including the need to revamp the entire curriculum, the availability of primary reading and math materials in Spanish, and possible conflict with the ongoing Individually Guided Education Program. After a review of these issues, there was joint agreement between county child care (Head Start) staff and local

Unified School District administrators to submit additional questionnaires to OCD. Within the next few days, other issues were discussed concerning classroom space in the schools for the preschool, which schools would be used, how much money was involved, and which agency would administer the project. As a result of these discussions, a progress report was presented to the County Child Care Education Program Policy Council by the Head Start Director during its October 1, 1974 meeting.

Ten days later, the Head Start Director and several administrators from the local Unified School District met to discuss these matters in further detail. The school district wanted to assume total responsibility for the administration of the project, making the school district a delegate agency of the County Department of Education. Also discussed were the Head Start performance standards, Head Start philosophy, the need for 45 children in both the control and experimental schools, guidelines for selecting the schools and the evaluation. Parent involvement was also considered, and a list of educational goals was developed using data collected from parents whose children were in the elementary school that eventually became the prospective PDC school. (Four other schools were also mentioned as potential PDC schools.) Those parents participating in a March 1973 community conference had listed as their top priority "bilingual programs in all grades." The local School Board approved further inquiry into the PDC program during a Board of Education meeting on October 22, 1974.

The Head Start Director received a telephone call on November 4, 1974 informing her that this county had been selected as one of the two California sites to submit a proposal. This was soon confirmed by letter from regional OCD, which explained the selection procedure that was used to determine the two sites. December 2, 1974 was established as the deadline for submitting a completed proposal to both national and regional OCD offices. Timetables and guidelines for planning year activities were enclosed in the letter. The proposal was properly submitted, and the County Department of Education received notification of funding for PDC on December 20, 1974; it is the grantee and the Unified School District is the delegate agency. In this report the PDC Head Start will be referred to as the Child Care Education Center and the prospective PDC elementary school will be referred to as School A.

B. The Educational Setting

The Head Start Program

The Head Start program is administered by the County Superintendent of Schools through the Head Start Director. The Director exercises administrative control over all centers through the Center Supervisor or Supervising Teacher. She is assisted by a central staff consisting of an Assistant Director, component heads and clerical staff. Fiscal control is exercised by the Assistant Director under the Assistant Superintendent of Business Services and administration of the County Department of Education.

The Child Care Education Center (the PDC Head Start) has two full-day classes, each with 20 children, and uses the home-based option. Each classroom is staffed by one teacher, three regular aides and one occasional adult volunteer. One of the teachers has had one year of experience in her present position. She received three months of inservice training from the previous teacher in her classroom. In addition to her teaching responsibilities, she carries on continuous training for aides. She has a B.A. in Home Economics and a "Children's Center Permit." Her education has been supplemented by four or five workshops provided by the local junior college. The other teacher, who is bilingual, has a B.A. in Child Development and a "Children's Center Permit" and received five months of inservice training from the former classroom teacher.

The objectives and goals of the Head Start classes are established by the staff, with parent input from surveys, meetings and similar activities. The educational program philosophy, as stated in the California site's PDC proposal, is to provide a bilingual, multicultural program for both children and their families. Thus, children of various cultures will share their individual cultures and languages in a multicultural atmosphere, reinforcing each child's self-worth and fostering an atmosphere of mutual trust and respect.

The PDC Head Start Center operates Monday through Friday from 6:30 a.m. to 5:00 p.m. The two classrooms have a balanced mixture of teacher- and child-initiated activities. Activities are frequently conducted outdoors to take advantage of the warm climate. Breakfast is served for those children who arrive before 7:00 a.m. Early morning activities include free play with manipulative toys and blocks; than an outdoor play period lasts until 9:00 a.m. at which time all children have arrived at the center.

During the adult-supervised work time, children initiate activities in various interest areas (art, science, dramatic play, block, music, and manipulative toys). Following clean-up time, a 15-minute group music and story time is scheduled, at which time a variety of teacher-directed activities such as songs, stories, themes, preview and review, take place.

The second outdoor time provides opportunities for the children to engage in drawing, climbing, swinging, riding tricycles, balancing on boards, playing in a sandbox, digging with shovels, working with wood, and playing musical instruments.

Another teacher-directed group time is held prior to lunch. At lunch time, the teacher discusses table manners, health, nutrition and various other subjects with the children while they serve food for themselves, pour milk and then scrape their plates for clean-up. Following lunch, children use the bathroom, brush their teeth and take a nap. Some children begin leaving the center at 1:00; those who remain sleep until about 2:45. After nap time, the children have a mid-afternoon snack and then play outdoors for the rest of the day. A ten-minute story time, conducted by an aide, is scheduled for 4:00. The teacher leaves the center at 3:30 and it closes at 5:00.

Three official conferences are conducted yearly with each child's parents, one at the center and the other two in the home. The parents have the opportunity to participate in planning through the monthly parent meetings, surveys and informal contacts with the center's staff. Information is also shared with parents through telephone conversations and notes or flyers that are sent home with the children or through the mail.

The goals and objectives of the center are established with input from the parents. Direct parent involvement ranges from parents being hired as staff members to parents volunteering to help on field trips. Parents also take part in fund-raising activities for the center, visit the center on "cultural input visits" and make costumes and classroom equipment for the children.

According to the Director, many community agencies have been contacted to provide services and assistance to Head Start children and their families. These agencies include the local hospital, public health clinic, mental health clinic, welfare department, housing authorities, state employment offices and job training programs.

The Elementary School

School A, the PDC elementary school, houses two classes each of kindergarten, second and third grades and three classes of first grade. Kindergarten and first grade classrooms now have one aide and plans have been made to add another. Second and third grade classrooms have one aide and one part-time tutor. Average class size ranges from 25 children in first grade to 33 children in kindergarten.

There are nine elementary teachers involved in PDC, two of whom are bilingual (Spanish/English). The teachers' experience ranges from two to 15 years with an average of seven years. There is currently a limited amount of shared responsibility among the teachers (i.e., team teaching and trading of classes). The Principal outlined the educational philosophy of the elementary school; he believes that the school has the responsibility for assessing and developing the human potential of each individual student to the greatest degree possible. Strong emphasis is placed on careful diagnosis and prescription to provide appropriate learning experiences. Grouping is flexible and crosses grade levels in an effort to meet individual differences.

Key areas of the curriculum are reading, language development, math and multicultural programs. The Principal believes that the Head Start and the elementary school programs and philosophies are, on the whole, quite similar. Both are concerned with providing programs and services which meet individual needs, and both seek to encourage parents and members of the community to participate in program operation.

Although there is not a high degree of classroom participation on the part of parents at the elementary school, a PTA exists and 12 parents are on the School Advisory Committee. Teachers meet with parents at least twice a year in formal conferences and parents sometimes participate in field trips, parties and fiestas.

According to the Principal, many health services are available for the elementary students. These services include screenings for physical growth, vision, tuberculosis, speech defects, immunization status, and identification of special needs for handicapped children. These checks are made regardless of whether the children received the same screening in Head Start. If health problems are detected, arrangements for follow-up care are made through community resources. Dental examinations and dental care are provided by the school if the family cannot provide them. Children receive health education through the regular curriculum, but no such organized program exists for staff and parents.

The school has professional mental health personnel available on a consulting basis and utilizes community mental health resources as well. Counseling, emergency assistance and crisis intervention are available for individual families either directly or through referral. The school provides families with information about available community services and how to utilize them.

The Principal reported that the school attempts to provide 1/2 to 2/3 of the daily nutritional needs of the children through morning snacks and lunches. No breakfast is served. The regular curriculum provides for the children's nutrition education, but there is no nutrition education program for staff or parents.

Children with learning disabilities are given individual tutoring and attention. The Principal stated that there are no physically disabled students enrolled full-time and therefore no special services are provided.

A Title VII bilingual/bicultural education program is currently being implemented in kindergarten and first grade. This program was funded in December 1973 and will be expanded into second grade next year and third grade the following year.

The Principal evaluates the teaching in the school through a system called "Learning Analysis." Selected lessons are observed, analyzed and critiqued, and the teacher's overall performance is evaluated.

Most of the community agencies utilized by Head Start are also used by the elementary school, with the exceptions of food stamps, medicaid and job training programs. No ongoing relationship with the community agencies has yet been developed by the school.

The Relationship Between Head Start and the Elementary School

The PDC Coordinator believes that the major administrative difference between Head Start and the elementary school rests in the free flow of communication. He sees the elementary school as a larger system that presents communication problems when teachers and parents want to express their ideas and wishes to school administrators. Language barriers complicate this difficulty. Head Start teachers and parents, however, feel free to share concerns with Head Start administrators. The School A Principal, on the other hand, reports that there is not a great deal of difference in the administration of the two programs. Head Start is administered by the Superintendent of County Schools through the Head Start Director and the elementary school is administered by the Principal who is responsible to the Director of Elementary Education, who in turn is responsible to the Assistant Superintendent of Schools. In sum, the Director supervises Head Start staff in basically the same manner as the Principal supervises the school staff.

There has been practically no communication between Head Start and the elementary school to date, according to the Principal, although he has recently attended three joint meetings regarding PDC. With the exception of sharing health records, the Head Start Director also reports only informal contacts between Head Start and the school.

By the Principal's observation, the Head Start and elementary school programs and philosophies are quite similar. Both are interested in the education of the total child, although the elementary school places greater emphasis on academic skills. Head Start's bilingual program is more fully developed than that of the elementary school. The Head Start Director agrees that the general philosophies are almost the same but she feels that Head Start offers more services to the family. The PDC Coordinator believes that there are significant differences between the programs and that those differences are seen in the children. He believes that many positive attitudes and behaviors that the child begins to acquire in Head Start are not reinforced in the elementary school.

The Head Start Director noted that California's state education laws are forcing schools to become more individualized and culturally aware. This approach is evident in the teacher training programs, which are similar in Head Start and the elementary schools. The Principal stated that his staff have been focusing inservice training in the areas of learning theory, basic skills, classroom management and multicultural education. Weekly inservice training by reading and math specialists is conducted onsite.

Parents are encouraged to participate in the classrooms of both Head Start and the school, and serve as policy-makers through the Parent Policy Committee of Head Start and the School Advisory Council of the elementary school. The school has a Parent Advisory Committee, Parent-Teacher Association and a Concerned Citizens Group. Elementary school parents participate in goal setting and planning and lend assistance by volunteering to help in classrooms when needed. Whenever possible, both programs employ parents from the local community.

The Head Start Director believes that Head Start parents have more decision-making involvement than the parents of elementary school children. A positive outcome of this process is that attendance of Head Start children is better and that the children view their parents as educators. She also stated that the developmental support services offered by Head Start help the total family, while the elementary school provides service only to the child. The Principal sees the services offered by Head Start and the school as being similar; yet he notes that Head Start provides a parent education program in home nursing care while the elementary school does not. Services for handicapped children are similar, according to both the Principal and Head Start Director. The students in all special elementary classes receive nearly the same services as the children in Head Start. Both programs offer handicapped children an evaluation from a psychologist.

It appears that the Principal and Head Start Director have conflicting views on differences between the schools regarding bilingual/bicultural education. Head Start focuses more on the individual bilingual/bicultural education of the child. In the elementary school, according to the Head Start Director, the bilingual/bicultural component is not integrally included in the school's curriculum. But the Principal believes that the only difference in the two programs is the number of bilingual teachers in Head Start.

C. Opinions and Attitudes of Program Personnel

Interviews were conducted with the PDC Coordinator, PDC Council Chairperson, the Head Start Director and the School A Principal in which each was asked to give their personal evaluation of the success of program planning this year and their anticipation of implementation success next year. They were also asked to identify the factors or forces that had most contributed to the shape of the PDC program up to this point. Short, paraphrased summaries of the responses of these persons are reproduced below to provide a direct expression of their concerns and interests. The concluding section analyzes the patterns of opinion that emerged in the responses of all four persons as they discussed the Developmental Continuity project.

PDC Coordinator (May 14, 1975)

When asked to identify the components that he thought had been planned most successfully, the PDC Coordinator mentioned the following three:

- Support services. *The Coordinator for Support Services has initiated a number of meetings and has identified specific areas of needed implementation of services. Her approach has been good and she has identified important possibilities for change.*

- Parent involvement. *There have been a number of meetings with small groups of parents, and they have generally been very receptive to the PDC program. Fifty to 75 parents have had first-hand information about the program so far. The School A Counselor has been particularly helpful. The attitude of the parents has been responsive, and PDC was able to build on the good community relationships of the Counselor.*

- Administration. *It is particularly important that a foundation of good working relationships be established during the planning year between the Head Start grantee and the school district which is the delegate agency. A great deal of time has been devoted to building trust relationships. An example of the results of this working relationship is that*

> *PDC was permitted to set up a Screening Committee to hire personnel; normally, the Personnel Director for the school district controls hiring. The Head Start agency has also been very supportive throughout the planning process; in particular the Head Start Director has done a lot of the work on PDC planning and has been supportive.*

When asked to identify the components that he had thought had not been planned so successfully, the PDC Coordinator identified training and education. *The overall obstacle that has interfered with planning has been the shortage of time. We did not receive notice of approval of our project until December 1974 and planning did not really start until April 1975. The specific problems have been in:*

- Training. *Other than time, the obstacles have been the delay in setting up the Training Task Force and the lack of experience among PDC staff members in training. One consultant has been identified, and one week of training is to be provided in June with the anticipation of other training sessions during the summer.*

- Education. *One key problem has been that teacher attitudes have been somewhat negative, and in attempting to deal with their resistance, time to do curriculum-related planning has been lost. Another problem has been that no one on the PDC staff has knowledge about BL/BC education programs, and we have not known how to plan for that as a result. Finally, there has been a lack of clarification to the teachers' aides about the kind of responsibilities or requirements that the PDC program will put on them. I think that these issues will be adequately dealt with, given more time.*

The PDC Coordinator said that members of the PDC Council have been enthusiastic about their involvement in planning year activities. *They were pleased that they had participated in the final development of the proposal for the 1975-76 year and I think that they will continue to be equally involved.*

Likewise, he believes that the people on the various task forces have been supportive. *Because of their planning activities, information is being shared among different levels of personnel at the school. The task forces were set up in April, and I think they could have done more in the past month. But up to this point they are still involved in making basic definitions of the program.*

When asked to identify the components that he thought would be most successfully implemented next year, the interviewee mentioned the following:

- Support services. *The provision and coordination of support services should be good because there has been a solid planning background this year. The Component Coordinator and the task force have identified goals, and teachers have been receptive. The support from the Head Start program has also been good.*

- Training. *I think that the preservice and inservice training of teachers and staff will be done well because staff will be identifying the needs to be filled and the consultants who will be able to come in and provide the training for those needs.*

- Administration. The PDC Coordinator thought that this component would be successfully implemented...*because I have good coordination and communication on a personal basis with the Head Start Director, with the School A Principal, and with staff from the school district. My own maturation in administrative skills should help significantly in the next year.*

He thought that education would be the most difficult component to implement and he identified two major subproblems. *The insufficient training in bilingual/bicultural education will handicap the teachers and aides so that they will not know very well how to implement the new bilingual/bicultural elements in the instruction program. The PDC Coordinator estimated that it would require two weeks to one month of training during the summer to adequately prepare the teachers and aides and he thought it was questionable if it could be done.*

The other key problem that he identified under education was...*the delay in beginning to use parents as resource people in the classroom. I think we will have some training programs for the parents during the summer. But it might be difficult to get the parents and teachers ready for the role of the parents in the classroom by the time school starts in the fall.*

Speaking in more general terms, the PDC Coordinator discussed his role for the implementation year. *I plan to establish weekly staff meetings to coordinate PDC work. I will do some training and will supervise the work of committees in their various planning and implementation activities.*

He identified the major factors that had shaped the planning activities of PDC as follows:

- Teacher attitudes about bilingual/bicultural education. *The negative attitudes on the part of some teachers hindered the Education Task Force from giving more attention to making decisions about the educational approach and curriculum materials. The task force has not been able to adequately discuss ways of achieving full maintenance. The negative attitudes of this group of teachers diverted the time of the task force from its primary goal.*

- Lack of knowledge about bilingual/bicultural education. *The PDC staff and teachers had very little previous experience with bilingual/bicultural education. They did not know how to approach it, nor did they know how to utilize the services of consultants, because they could not define where the needs were.*

- Lack of time. *The late notification of funding and the late start-up of the program gave too little time to deal with all of the planning required.*

- Delay in selection of PDC staff. *The hiring of PDC personnel through the school district led to some delays. The two component coordinators were hired in April. Given the fact that time is needed to understand PDC and become oriented to it, their contributions for the planning year have been minimal.*

When asked to identify what he would like for PDC to accomplish at his site, the respondent listed five points:

- *Smooth, sequential coordination between the various component areas of PDC;*

- *Coordination between various existing programs in the city and in the school district;*

- *Development in children of a sense of pride in their cultural heritage while they are at school, so that the climate of the school changes. If children were taught in Spanish, they would have more respect for their culture;*

- *Harmonious personal relationships between Head Start and school teachers, parents and administrators--everyone working together;*

- *Sequential skill-building; prescriptive-diagnostic curriculum.*

Head Start Director (May 14, 1975)

When she was asked which components had been most successfully planned during the year, the Head Start Director said that all had gone fairly well. Then, more specifically, she mentioned parent involvement and education. *Parent involvement has gone well because both Head Start and elementary school parents have been receptive to the program and have responded positively and actively when asked to participate in program planning activities.*

She said that education is the crucial component and that if it goes well, the rest of the program will go well, too. She thought that although the program could not yet be counted a total success, it was an initial success. *It has had basic support from teachers and administrators. Some teachers have had many questions about the program; basically they were unsettled by the bilingual instruction requirements. If needed, planning can be completed by the end of June, particularly the selection of the curriculum and the setting up of training, then this component should be completely successful and ready for implementation. The problems up until now have primarily been those of confusion among the planning personnel over what is expected of them, i.e., interpretations of the guidelines and translation into concrete planning activities.*

Asked about factors that have contributed to successful planning in these areas, the Head Start Director said...*in overall program terms, the coordination between the grantee, the PDC program itself and the school district has been the central contributing factor. Schedules have been set and planning work coordinated between committees so that each committee could get off to a good start. As for specific factors, the Counselor for School A has played a key role in initiating the work in parent involvement. He has close contacts with many parents in the barrio that surrounds the school and he has been able to use those contacts to help get the parent involvement work started. For education, the Elementary Principal, the PDC Coordinator, the "Adelante" Coordinator, I myself, and the Head Start and elementary teachers have all contributed directly to the initiation of the planning activities. Most of the teachers are motivated and enthusiastic, even though there are some problems.*

When asked to name the components in which she thought they had the least success, or most trouble, in planning, the Head Start Director mentioned education again and added training. *Even though education is a crucial component, it is not yet totally successful. It has been the most difficult to plan because it is so complicated, and more time is needed to plan it. There are problems of identifying the consultants, identifying materials, specifying the educational philosophy and gaining acceptance for the program. They have done a great deal on education planning, but much remains to be done. Now time is running out as the summer approaches, and I'm afraid that the program might be caught without enough time to complete the necessary tasks.*

The interviewee thought training was a problem because the task force had not yet met. *Little could be done on this task force until the other task forces had defined the needs of their respective areas. As a result, it has to be in a secondary planning stage. Since it is not an immediate priority and is being delayed until other task force work is completed, it has not yet begun to function.*

When asked about the role of the PDC Council during the planning year, the Director said that it had been generally satisfactory. *Good people have been selected to be on the Council; most were already involved in other related committees and so were familiar with the tasks to be addressed in PDC. Each group selected their own representatives. For example, Head Start selected people to represent them, the Elementary Principal identified school parents, and the elementary teachers volunteered.* The Director and other people gave careful explanations to interested persons about the role of parents and of the role of the Council in the planning process. They emphasized the importance of parent participation in all phases of the program. For the Council, they outlined the idea that it was a decision-making body and not simply a "paper" committee. *This active, decision-making definition of the Council, plus the provision of stipends to Council members for attending the sessions should make it a viable body. During April, the Council reviewed the proposal budget and trimmed it where necessary. The Council also received the statements of philosophy and proposals for implementation next year from each of the component task forces. That material then went into the proposal to OCD for 1975-76.* The Head Start Director went on to say that the idea at present was to set up the PDC Council as the "umbrella parent council" for all of the school programs next year, including the PTA and the Title VII program, "Adelante." The Head Start Policy Council will retain its present separate role.

The interviewee felt that the various planning task forces had contributed to the planning year activities in four important ways:

- *in providing grass roots participation;*
- *in coordinating the activities of professionals (doctors, etc.) and their services;*
- *in incorporating a cross-section of the community in program planning activities;*
- *in the substance of work completed.*

She pointed out that each task force was responsible for developing the program philosophy for their component and that this procedure was successful grass roots participation in planning. *Administrative people set the stage for what was to be done, but the participants made the definitions. This was particularly true of the Parent Involvement Committee. The exception to that rule was the Task Force for Services to Handicapped which was composed entirely of professionals working with handicapped children.*

When asked to define the components she thought would be most successfully implemented next year, the Head Start Director named support services, handicapped and parent involvement. She thought support services would be successful...*because everyone is in favor of the support services and because the structures of services already exist. The services provided by Head Start are complete but some additional services will be required for the school program. The nutrition programs are already coordinated. Establishing linking mechanisms between the two should not be a major problem. Services for handicapped children already exist in Head Start and in the elementary school. These services will be expanded and a plan for cooperation will be worked out. Parent involvement should be successful because parents are most interested and have been active so far. Their interest should continue.*

The Director anticipated that the problems in implementation next year would come in education, and specifically in bilingual/bicultural education. She said that time would be the primary problem here. *There is not enough time to prepare the curriculum and instructional approach and also train teachers, aides and other staff. Two other problems are (1) resistance among some teachers to educational change and (2) a lack of bilingual teachers. But the problems of teacher resistance and preparation could be resolved through the training.*

She defined her own role next year in PDC as continuing the same as this year. She would work closely with the PDC Coordinator, the School Principal and the Supervisor of Early Elementary Education to establish the program as planned. That would include sitting in on writing agendas, planning meetings and meeting dates, planning the content of meetings, conducting meetings, evaluating meetings and sitting in on the screening of new personnel. In addition, she hoped to be involved in every phase of PDC through each of the component committees.

She said that the major factors that had influenced the PDC planning year had been the Head Start staff, including herself, and the PDC staff members. *Head Start has played a crucial role because PDC is based on the Head Start philosophy and because Head Start received the grant and has been spearheading the establishment of PDC in the school. The lack of experience of the PDC staff has been an important factor in the program because they have had to be trained. None had had experience with Head Start nor with bilingual/bicultural education previously, so they are going through a long learning process.*

Finally, she said that the four ultimate achievements of the PDC program in California should be:

- The establishment of a bilingual/bicultural program. *There is no adequate BL/BC program at present. Cultural things, such as songs, are not enough. What is needed is a total bilingual approach to education.*

- The incorporation of parents. *It is important that parents see the value and importance of teaching their own children in Spanish, including the teaching of their own bilingual/bicultural heritage in the home. And in the school they should be in partnership with the teachers and the school system.*

- Conscientization of school administrators. *It is important that the administrators see that bilingual/bicultural education is an important issue and that to be successful it needs bilingual/bicultural teachers, a bilingual/bicultural curriculum, parent support and administrative support.*

- Change in the school system. *The entire PDC bilingual/bicultural educational program should become a viable part of the school system itself and should not remain as a separate entity.*

PDC Council Chairperson (May 13, 1975)

When asked which components she thought had been planned most successfully, the PDC Council Chairperson said that all of the components were fairly well organized and that each committee had set up its program. Then she specified two areas that she thought had been most successful--parent involvement and education. *Parent involvement has been good because a number of parents and community people expressed their views on what should be done in PDC and their views were incorporated in writing up the philosophy of this component. Furthermore, parent involvement activities have been good because the PDC staff have worked on getting in touch with the parents in the community and have thoroughly explained the PDC program to them and have elaborated on parents' rights.*

The Chairperson said that, previously, school parents were not informed about school activities or educational issues. (But now PDC parents are being informed; the Counselor at the elementary school has played an important role in this.) She gave her own case as an example. She said that she originally heard about the PDC program through the Head Start program her child attends. She also has a child in the elementary school, but did not hear about PDC through the school. She said that she thinks the same thing must happen to other parents, even though they would like to be informed and participate.

The Chairperson said that the planning for the education component had been good because the professional staff were trying to do what would be best for the children. *I don't have any direct personal knowledge of the work of this committee but I have talked with some of the people and what they said seemed to be good. I think that this component will be successful because the Head Start has a good bilingual program now and this base will help to set up the BL/BC program in the school. The fact that parents and teachers are working together should make this part of the program good.*

The respondent did not name any component(s) that she thought had not been successfully planned, nor any particular obstacles that would prevent successful planning.

Going on to the PDC Council, she thought that the Council has had three principal functions during its month of operation. *First, the various committees have coordinated their activities through the Council. Second, the Council has reviewed the PDC proposal for 1975-76 to insure that it includes the issues that Council members* *thought would be important and to exclude others. Third, the Council has helped the PDC staff with discussions of general planning for the project.*

Describing the role of the component committees, the PDC Council Chairperson said that...*they have reviewed the ideas of the committee members on what should be done and they have reviewed the child care programs in the school and in Head Start to see what they had to offer. The result has been that the programs at School A do not offer all that Head Start does, so they reviewed Head Start and decided what to include from kindergarten through geade 3.* She summarized the committee planning process in three steps: *reviewing the feelings of the people involved, reviewing existing programs and planning new programs.*

When asked to identify which of the components should be most successful in implementation, the Chairperson said that she hoped all would be implemented fairly successfully and that she was planning that all would begin well. She did anticipate one potential problem that might have to be overcome--that of teacher resistance to bilingual/bicultural education in the elementary school. She did not think that it was a major problem, and she thought that it could be eliminated through teacher training in bilingual education.

The interviewee said that her role next year will be...*to make sure that parents are informed about what is going on in the program. They need to know what is happening to their children, even though they may not get directly involved. So the PDC Council could clear information and communicate to the parents.*

She identified the major factors that had influenced the shape of PDC activities during the year as being...*the support of the planning staff and communication to the parents. All of the people involved in the planning (i.e., PDC staff, parents and teachers) have been enthusiastic about the program. Since there was no outside direction, all have had some input, and they have reacted positively to being able to participate in policy decisions. The program staff have also been able to communicate well with parents and this has been a significant point.*

Finally, she thought that PDC could be an important mechanism for pulling the community together. *So far it has pulled together the people who are involved in planning and it has broken down social barriers. Parents can now* *talk to teachers and work with them. It has also helped parents with their children because they know what is happening to them in the school and have a better basis to relate to them.*

Summary

In all, four people who are involved in the California PDC program were interviewed. They include those whose interviews have been reported in this section as well as the Principal of School A. Due to space limitations, only three interviews could be reported but the following summary information analyzes information from all four interviews.

Regarding successfully planned components, all four interviewees mentioned parent involvement. They said that communication with parents had been good, the parents had been receptive, and the individuals involved had done an excellent job. Administration was mentioned by the PDC Coordinator and School Principal as a successful area, and both explained the success in terms of good working relationships and good job performances. The Head Start Director and PDC Council Chairperson mentioned the efforts in the education component area as having been good, and they specifically referred to personal job performance and overall coordination.

Regarding unsuccessfully planned components, the respondents uniformly mentioned education and training, with the exception of the Chairperson who did not name any. They explained the problems in planning for these areas in terms of teacher resistance, the complexity of the planning and the lack of time available to complete the tasks.

The planning role of the PDC Council was approved by all four interviewees although they differed somewhat in their interpretation of that role. The PDC Council Chairperson said that the Council's primary role had been to coordinate the work of the various committees and to accomplish general planning. The other three respondents said that its primary role had been to develop and review the proposal for 1975-76. All respondents agreed that Council members had exhibited positive and enthusiastic interest in the program.

All four also agreed that the role of the planning committees had been that of making basic definitions about the goals of the program, reviewing related materials, and making decisions about what program to implement.

When asked to identify which components they thought could be successfully implemented next year, all said that support services would be successful. The Chairperson did not differentiate between the components, saying that all should be successfully implemented. But the other three respondents said that support services should be the most successful component because the existing structure of services was good and that it would be a simple matter to adapt it to PDC needs. The PDC Coordinator added that he thought this was a well planned component. Parent involvement, services for handicapped children, administration and training were also mentioned as potentially successful areas.

All interviewees anticipated problems in implementing the education component. The reasons they gave were insufficient training for teachers, failure to adequately incorporate the parents, the lack of time, resistance on the part of teachers and too few bilingual teachers. All also agreed that more training was needed to overcome the problems so that implementation might be successful. The Principal said that he anticipated problems in parent involvement because of the social barriers between school and parents. He thought the solution for that might be more training for teachers in how to work with parents.

The anticipation that each had of his/her role during the implementation year generally conformed to the needs of his/her position. The Principal said that he would coordinate PDC with the other school programs; the PDC Coordinator said that he would organize meetings and supervise committee work; the Head Start Director said that she would oversee every phase of the PDC work; and the PDC Council Chairperson said that she would concentrate on communicating with parents.

In identifying the major program factors that are shaping the PDC program in California, three respondents mentioned positive influences, namely support from the community, the school district and the Head Start program. The PDC Coordinator mentioned problems, specifically the lack of time for planning, the delays in hiring PDC staff and hence in getting the program started, lack of knowledge about bilingual/bicultural education and teacher resistance.

In defining personal goals for the PDC program, all named social goals, particularly cultural pluralism; in addition the PDC Coordinator and Head Start Director named program goals. Specifically, the Principal said that the program should produce truly bilingual children, harmony across social and cultural groups, and children competing effectively in the larger society. The PDC Council Chairperson thought that the program could be effective in breaking social barriers that presently interfere with the educational process and, more specifically, she thought that the parents could be more directly involved in the child's education.

The PDC Coordinator also mentioned that the program should help develop harmony in relationships and, particularly, that is should provide a social environment in which children could develop more pride. In addition, he said that he wanted to develop a well coordinated overall program for PDC and that the educational program should be based on a sequential skill-building plan.

The Head Start Director said that PDC should be a bilingual program helping to establish true bilingualism for the children and that it should include parents directly in the educational process. In addition, it should convince the school district of the advantages of bilingual, individualized education and eventually it could help transform the local schools into such an educational system.

D. The Planning Process

Arrangements for Planning

Notification of the funding of Project Developmental Continuity at the California site was received on December 20, 1974. The PDC Coordinator was hired on February 11, 1975 and immediately began making basic program arrangements. He is bilingual and, as a life-long resident of the area, has extensive knowledge of the community. He has had various classroom teaching experiences, including bilingual/bicultural enrichment activities. Prior to his appointment as PDC Coordinator, he was working for the school district as an assistant in the program of compensatory education, coordinating multicultural inservice training for grades K through 6. He feels that his previous experiences with low-income families and his ability to get along well with people contributed to his being hired for this position.

The Project Secretary and the two Component Coordinators were hired from late March through late April 1975. Their hiring was delayed because the establishment of a PDC Personnel Screening Committee slowed down the hiring process. There were also some delays in some staff members being able to assume their positions.

The PDC Council and component committees began to meet and work in April; the PDC Council first met on April 17, 1975. A number of basic planning requirements occupied most of the first two months of the PDC Coordinator's time. Staff had to be hired and he had to familiarize himself with the various facets of the Head Start program and School A. He began communication with a number of people, informing them about PDC. In that process, each group of people involved with PDC planning was asked to name representatives to the Council. When that representation had been established, the Council began meeting.

Throughout the initial site selection procedure, both regional and national OCD officials met frequently with California project staff. This involvement diminished somewhat after the PDC funding award. Technical assistance for this project will come from various organizations chosen by PDC staff. During the first half year there was no commitment to utilize the services of the technical assistance contractor for the other PDC sites.

Planning Year Activities

This section of the case study summarizes the accomplishments of the project on planning activities during the planning year. For convenience, this description is organized into two parts by program component. Part 1 covers activities from the beginning of the project through the first site visit by the evaluation team, and part 2 covers activities from that date through the end of the school year. Where there is overlap in the planning tasks set forth in the program guidelines, a discussion of a particular activity will be under the component with which it seems to fit best. Additional information on these planning activities, with special reference to compliance with OCD guidelines, can be found in the Monitoring Report.

Administration, through February 1975. The purpose of the PDC Council will be to function as a decision-making body, to make recommendations, monitor the PDC program and serve as a liaison between Head Start and the elementary school. At the time of the first site visit, individuals had been recruited as PDC Council members. Although this body had not yet met, its initial meeting was scheduled for March 11, 1975. The Council consists of two Head Start and three elementary school parents, two Head Start and one elementary school staff member(s), the Head Start Director, the Elementary School Principal and the PDC Coordinator.

The PDC Coordinator was the only PDC staff member to be hired prior to the March 3, 1975 evaluation visit. Three positions remained open: Parent Involvement Specialist, Support Services Specialist, and Secretary. These positions had been announced through a February 21, 1975 letter to the professional staff of the Unified School District. No interviews had been conducted but the PDC Coordinator hoped to have the staff hired by March 17, 1975. Federal funds for the project had not been received as of March 6, 1975 and members of the evaluation team were unable to determine the effect this was having on the school district's ability to complete the hiring of PDC personnel.

The PDC program was being designed to be phased into the school system on a year by year basis, so that one PDC class will be added each year as the PDC children progress through the grades. The Head Start Director said that the project would be hard-pressed to implement all of the PDC program in all classes from Head Start through grade 3 by September 1975. The staff had requested more time for planning and understood that the national OCD officials had agreed to extend the planning time available to them.

Through the process of writing the proposal, setting up the PDC Council and developing contractual agreements, the roles and relationships of the various individuals, organizations and agencies involved in PDC were apparently clear and had been agreed upon.

By February, the PDC Coordinator had begun to establish program goals, objectives and priorities, although specific models for curriculum, parent participation, support services and administration were yet to be identified or designed. The Coordinator was in the process of revising the project timelines, which were outdated due to late funding.

Communication had begun between the Compensatory Education Department and the school district and the Developmental Continuity project. The Coordinator of the department expressed interest in blending the current Title VII bilingual/bicultural program with the PDC bilingual/bicultural component. The purpose of this consolidation would be to provide greater continuity of bilingual/bicultural materials throughout the school.

Comprehensive and coordinated plans for parent involvement, support services, staff training, social services and other component areas in both the preschool and elementary school were still on the drawing board. Other administrative tasks remaining to be addressed included training for administrators and teachers in working with parents, training for parents in basic decision- and policy-making skills and the development of recommended programs and budgets for implementing the Preschool-School Linkages Model. These tasks, along with the integration of all plans into a proposal for 1975-76, were scheduled for completion on or before May 1, 1975. Shortage of time for planning was mentioned as the major factor affecting the project's ability to progress faster.

Administration, March to June 1975. The PDC Council was established in April, which was the fourth month after the Developmental Continuity program was funded in California. The Council began regular meetings on April 17, 1975 and is continuing to meet regularly. So far the Council is comprised of representatives from three major groups: PDC staff (four people); elementary school (six people, including administrators, support staff, teachers and parents); and Head Start (seven people, including administrators, support staff, teachers and parents). Although no community representatives had been participating, plans were being made to solicit their participation.

The relationships between the Head Start grantee, the elementary school and the Head Start delegate agency began to be discussed and defined as early as September 1974. The Head Start Director, the Elementary Principal, the Director of Compensatory Education for the school district and the Director of Elementary Education for the school district were the people who began the definition of these relationships; since February, the PDC Coordinator has also begun to participate. A consensus approach to decision-making has been utilized between PDC, the school system, the elementary school and Head Start, and the PDC Coordinator has acted as a "go-between," discussing and reviewing decisions with the various groups. Decisions are made when a group consensus has been reached. Some of the decisions already finalized are:

- setting up a coordinated accounting and fiscal management system between Head Start and the school system;
- arriving at common definitions of educational philosophy and staff needs and responsibilities;
- coordination of staff training and parent training from Head Start through grade 3.

The relationship between Head Start and the school is one of separate administrative structures with mutually defined and acceptable linkages in the fiscal management system, educational philosophy and training.

The Head Start Center Committee and the PTA organization will continue to function as separate entities. Each has a representative on the PDC Council and has a right to share in decisions. Before the advent of PDC, the PTA had become virtually inactive, but the elementary school parents seem to have taken a renewed interest in participating in this group. A possibility exists that the PDC Council might become an "umbrella council" for the elementary school and thus provide a linkage with the councils of other special programs, such as Title VII.

As previously noted, all PDC staff have been hired for this year. The Assistant Superintendent of Personnel Services of the school district was formally responsible for hiring, although a PDC Personnel Committee screened the applicants. An education coordinator and a part-time nutritional aide are scheduled to be hired next year.

The general philosophy and goals of the PDC program were defined in April and emphasize services to the total child and individualized bilingual/bicultural education. Program objectives and priorities have also been established and, in fact, make up the bulk of the 1975-76 proposal. These objectives and priorities specify the steps that must be taken to achieve the overall goals of the California program.

A plan has been developed for linking the Head Start and elementary school programs. The process really began in April 1975 when Head Start and elementary school staff began to collaborate with each other through the various PDC meetings. Since then, the two groups have initiated a series of exchange visits, program meetings and joint workshops, and members of both staffs are planning together on the PDC Council. Beginning in September 1975 other elements of the linkage plan will be operationalized including:

- Educational philosophy, objectives and goals will be the same between Head Start and school.
- The instructional model will be similar in Head Start, kindergarten and grade 1 as of September 1975; grades 2 and 3 will be incorporated into the model as soon as possible during the year.
- Language arts will include full maintenance for Spanish and English as a second language from Head Start to grade 1 in oral language, oral language in grades 2 and 3 and written language will be incorporated later.
- Instruction in other subject areas will be bilingual to the extent possible, depending on personnel resources in each classroom, from Head Start to grade 1 in September 1975.
- Coordinated and joint staff training in curriculum development is being instituted now and will be fully instituted during the summer training workshops.

- The various support services are being linked between the school and Head Start through the PDC Coordinator for that component.

- Parent involvement programs between the Head Start and the school are also being linked through the PDC Parent Involvement Coordinator.

Communications have been established with both state and federal programs. The California State Department of Education was contacted in October 1974 and informed about the PDC program and contact has been maintained since that time. State representatives made a visit to School A in November 1974 in response to that initial contact. The coordinators for Title I and Title VII programs for School A have been contacted by the PDC Coordinator. He maintains regular communication with the Coordinator of Special State and Federal Programs for the Unified School District, who is also the Coordinator of Compensatory Education. Within the structure of the school district, the PDC program is responsible to the Coordinator and is part of compensatory education programs in the district.

There is no formally coordinated plan for all of the component areas of PDC in the Head Start program and in the elementary school. Each component task force has developed its own plan, and it has been assumed by program personnel that the separate entities will dovetail in such a way as to make an overall plan.

The issue of training for administrators and teachers in working with parents has been discussed, but no plan had been initiated or developed at the time of the second site visit. However, training sessions for administrators have been scheduled for July, September, October and November 1975 and these issues might be addressed during these training sessions.

Some training had begun for parents in basic decision- and policy-making skills and approaches to working with school personnel, but no final training plan had been established at the time of the second evaluation visit. The PDC Council's monthly meetings are being utilized as training sessions for new parents. The explanations of policy issues, the discussions and the decisions reached show the new member how decisions are made and policy decided. A part of every Council meeting includes a special time (up to one hour) for special training and information. In this way training is a process of giving information to parents, then explaining and demonstrating what can be done with it. Formal workshops are planned for October 1975 and April 1976 to include some of this training.

Representatives of Head Start and the school (including parents) worked together during April 1975 to recommend programs and budgets for the implementation of the PDC program for 1975-76. As mentioned previously, each task force prepared its own anticipated program and budget and those materials were incorporated into the formal written proposal for the new year.

> In sum, the basic organization of the PDC program has been established. Even though little overall planning time was available, four months were used to set up the program organization, i.e., hiring personnel, setting up offices and establishing the PDC Council and committees. Overall goals have been established, but most training is yet to be done.

Education, through February 1975. The lack of substantial progress in completing planning tasks for the education component is due partially to the late start of the project. Another factor causing delay was the staff's plan to phase in PDC classes over the next few years. (The elimination of educational discontinuities between Head Start and School A is seen as a task that will have to be addressed over the next several years.) Therefore, only prospective PDC Head Start classes are planned to be in operation next year.*

The overall responsibility for the development of the education component rests with the PDC Coordinator. A child development specialist position was originally budgeted for this area, but the position was eliminated by OCD from the funding proposal.

By February, only a few meetings had been held with parents and teachers to brief them on the unique educational aspects of the project. No specific plans existed at the time of the first site visit to involve parents and teachers in the selection or development of a curriculum. However, additional meetings with the PDC Council, various administrators and staff were mentioned as activities that will be necessary to complete this component. The PDC Coordinator foresees the development of an individual profile of readiness skills for each child to be used by the teachers to prescribe learning activities and to inform the parents of the child's level of basic social and academic skills. The curriculum will be bilingual/bicultural.

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* The "phasing in" approach to implementation was eventually denied by OCD national officials.

Education, March to June 1975. The California program has decided that the education component, the bilingual/bicultural component and the requirements for being a bilingual/bicultural demonstration program will meld into one complex task. Therefore, although this case study discussion separates these three component areas, it should be kept in mind that a certain degree of meshing and overlapping will occur. As noted earlier, one important change in timing occurred during this period; OCD informed the local PDC staff that they would have to plan for full implementation in fall 1975 rather than the grade-by-grade approach for which they had originally planned. That meant that all major curriculum planning had to be done in April 1975.

A Bilingual/Bicultural Education Task Force was organized in April 1975 to begin the process of arranging for an agreement on the selection of an educational approach and curriculum for the PDC program. By mid-May 1975, two meetings had been held and more were planned. The primary task up to that point had been to familiarize the teachers with the concepts of bilingual/bicultural education and to encourage them to air their concerns. The task force includes the School A Principal, teachers, teacher aides and parents; Head Start staff, teachers, teacher aides and parents are also involved, as well as the PDC Coordinator. No definition had been made by the group about what the educational approach would be at the time of the second evaluation visit. Although consensus had not yet been reached, it was felt that the process being used would lead to a consensus in the shortest possible time.

A group of five School A teachers have been particularly concerned about the requirements for developing a continuous curriculum from Head Start to grade 3. They had been using the Sullivan Curriculum and felt that its rigid structure minimized their personal contributions to teaching. The teachers were afraid that the coordination of curriculum from Head Start through grade 3 would impose an even more highly structured curriculum on them and thus further reduce their flexibility as teachers. They suggested that the project consider a nonstructured curriculum (i.e., the "Mary Lorton") which would provide each teacher with maximum flexibility. Other PDC planning personnel thought such an approach would not be consistent with the concept of a continuous curriculum. The feasibility of incorporating some aspects of bilingual education in early childhood had also been questioned. These issues had been addressed in the first two Education Committee meetings. Then the evaluation visit occurred, the school year was ending, and no resolution of these problems was made.

The communication system between the Head Start program and the elementary school is neither regular nor consistent. As previously mentioned, communication has occurred during the joint meetings of the various task forces and through a series of teacher exchanges that have been set up to further communication. One of the task force chairpersons felt that the task of setting up a regular communication system had only recently been addressed. Although the Chairperson recognized the need for developing such a system, he did not know how this task would be accomplished.

Although a compatible and coordinated curriculum from Head Start through grade 3 had not yet been developed, work on this task was scheduled to begin on May 23, 1975 when the task force was to begin deciding on the curriculum format to be utilized during the implementation year. A curriculum that will provide for a full maintenance Spanish-English bilingual/bicultural education program in language arts was scheduled to be selected by June 1975. In line with this goal, preliminary visits had been made to schools in the greater Los Angeles area to observe bilingual/bicultural programs there; parents, teachers and administrators participated in these visits.

No action had yet been taken on selecting the diagnostic or evaluative systems for individual children because such decisions cannot be made until the curriculum is chosen. But some basic directions have been established. It is intended that the curriculum selected will provide for increased individualization of instruction and the school district is strongly supporting the area of curriculum development, including the concept of individualization of instruction. The Elementary Curriculum Coordinator said that the PDC project is viewed as a pilot program which should provide information to the school district on how to implement an individualized, bilingual/bicultural, developmental curriculum in early elementary education throughout the district.

> In sum, goals have been defined and initial communication between Head Start and elementary teachers has been established. However, a system of regular communication does not yet exist, nor have the curriculum and instructional models been selected. These activities were planned for completion in the summer months.

Preservice and inservice training, through February 1975. The same factors affecting progress in the education component hampered planning for preservice and inservice training at the time of the first evaluation visit. Only general orientation meetings had been held with both Head Start and elementary school administrators and staff.

The PDC Coordinator understood the importance of developing a specific timeline, a workshop schedule, a list of the specific skills to be acquired through training and a link with consultants who possess skills in organizational development and bilingual/bicultural education. As in the education component, additional meetings were being planned with teachers from the school system along with the Curriculum Director, Principal, Compensatory Education Coordinator, Head Start administrators, staff and teachers, and the PDC staff.

Preservice and inservice training, March to June 1975. Although training workshops are planned for the summer months, no training was accomplished during the planning year due to the late program funding and subsequent delays in establishing the task forces.

Discussions about training needs have been occurring between the PDC Coordinator, the Head Start Director, the School A Principal, and Head Start and elementary teachers. But because the curriculum had not been identified, training needs could not be defined, nor could current preservice and inservice training be reviewed to determine its potential utility.

One consultant had been identified to participate in the selection of bilingual/bicultural educational methods and to provide relevant training for teachers and educational staff in curriculum decisions. However no additional consultants or institutions that might be able to assist with training had been identified.

As of May 1975, there was no definition of methods of individualized instruction, nor definition of how to teach age-appropriate basic skills, nor selection of appropriate diagnostic and evaluative mechanism(s). As a result, no training could be defined to deal with preparation for these issues.

> Overall, planning for training was necessarily delayed while other decisions were being made. In any case there was not sufficient time from the beginning of task force meetings in April 1975 to the end of the school year to plan for and begin the necessary training. Hopefully, training will occur during the summer months, but the May evaluation visit took place before the specific details of training had been established.

Developmental support services, through February 1975. The position of Developmental Support Services Specialist had not been filled at the time of the March 3, 1975 evaluation visit. The PDC Coordinator indicated that the person who fills the position will have primary responsibility for seeing that this component becomes operational. He, himself, had made some progress in this area. He planned to compile data about individual children's past and present medical, dental, nutritional and social needs, and he also planned to locate community resources that are able to provide the needed services. Contact was to be made with community mental health representatives, a university extension unit for nutrition, Red Cross and welfare representatives. These and other organizations will be added to a list that will be distributed to parents and staff. Since the available services had not yet been assessed, the gaps, if any, could not be identified, nor could funds be sought to fill these gaps.

For the first operational year of PDC, there are no changes planned in the Head Start health, nutrition and social services that are now being provided. Children currently receive complete health and dental service, and a nurse and health aide are assigned to Head Start. Breakfast, lunch and two snacks per day are served family-style in the centers. Social services are provided by a community aide.

If the project phases in as planned, the first operational year for the elementary school would be the year when the first PDC Head Start child is "graduated" to the elementary school. Nevertheless, many changes will be made in the services provided by the elementary school. The kinds of health services that are planned include dental screenings, physicals, mental health services and parent education. The elementary school will offer family style servings and two snacks a day as part of an expanded nutritional service.

Social services will be available for families. These will augment the services currently provided by the elementary school.

Developmental support services, March to June 1975. On April 2, 1975 a Developmental Support Services Coordinator was hired; she is responsible for the support services and handicapped component areas. The Developmental Support Services Coordinator is a registered nurse with both general and child development nursing experience. She is currently taking courses toward a BA in Public School Nursing.

Two task forces have recently been created to work on these tasks. The Support Services Task Force is concerned with medical, dental, mental health and social services needs of children. The Nutritional Task Force was created primarily because the assessment of early primary grade school children and Head Start children showed totally different concepts in nutrition.

The assessment of community resources that can help provide the various developmental support services will be made during the fall of 1975, and a plan will be worked out to utilize these resources for PDC children. The system to coordinate services and referrals for PDC will be based on the information that comes from this assessment and resulting utilization plan, as well as the format of the standardized support services forms that the Component Coordinator has requested from OCD.

She also plans to use these standardized forms as a basis for the shared record-keeping and record transfer between preschool and school. She has discussed the provisions for sharing records with the Head Start Coordinator for Health Services and with the School Nurse. There was some question as to whether the elementary school will consent to use the forms.

A list has been made of possible agencies from which funds to fill "gaps" in services can be obtained. An agency that can give free dental care has also been identified. Some funds have been written into the PDC budget for medical exams and some follow-up medical attention. The Component Coordinator plans to have a complete system of support services pieced together from what PDC provides and what can be obtained through local agencies.

In sum, the planning for developmental support services has consisted of an initial assessment of the needs of those children who will be in PDC classes next year. A plan has been made to identify existing resources to meet those needs and establish a system for referrals and delivery of services. However, this latter work will not be complete until the fall of 1975.

Parent involvement, through February 1975. The PDC Coordinator expressed hope that a Parent Involvement Specialist, along with the rest of the PDC staff, could be hired by March 17, 1975. Almost all the planning tasks remained to be addressed in this component at the time of the March 3, 1975 site visit.

Although parents were not actually involved in writing the original proposal, they were kept abreast of developments in the evaluation of the proposal through the various Head Start committees. Elementary school parents learned of the project after it had been approved by OCD.

Five parents are part of the 11-member PDC Council. Presentations and reports to the parent group are planned in order to establish regular communication between Head Start and elementary school parent groups. No progress had been made in planning meaningful classroom roles for Head Start and elementary parents. Also, no plans had yet been made to initiate training for parents in decision- and policy-making techniques.

According to a School A parent, parents are sometimes hired as bilingual teacher aides in the school. The hiring of aides is based upon the approval of the Personnel Committee of the School A Advisory Board, which is made up of parents.

Parent involvement, March to June 1975. Work in this component did not begin until April 1975 and little had been accomplished by the time of the May 3, 1975 evaluation visit. However, it did seem that already some parents were enthusiastic about the possibility of being involved in educational programs for their children. A parent, who is also the Chairperson of the Parent Involvement Task Force, is taking an active role in the program. A Counselor from School A with many contacts in the barrio has also been active and enthusiastic in supporting parent involvement through PDC.

A Coordinator for Parent Involvement was hired in April and began work on May 1, 1975. He was previously involved with the barrio, working for the local community action agency in 1969 and working for urban renewal from 1970 to 1973.

In the process of interviewing key persons who are active in the parent involvement area, members of the evaluation team talked at length with both the chairperson of the Parent Involvement Task Force and the Component Coordinator. Their discussions about the present state of parent involvement in the school provide compelling reasons for the necessity of change in this area. Accordingly, their thoughts are summarized below and precede the discussion of California's progress in planning for parent involvement.

The Chairperson moved to this locale about one year ago. But his wife is from the area and attended School A as a child; she is now working there as an aide and is also active in PDC. The Chairperson is from another town in California and was a policeman in Los Angeles for 13 years. Retired now, he attends classes at the local community college and volunteers his time for the PDC program. He identified three major problems that affect parent involvement:

- How to get information to parents. The Chairperson feels that parents do not know what is going on in the school and that the school does not have a systematic and culturally appropriate mechanism for communicating with them. He suggested that school officials take walking tours of the barrio and talk with the people outside their houses.

- How to get parents to leave their houses and attend meetings. People are interested in what is happening but they will not attend meetings.

- How to make meetings more interesting to the parents than television. He feels that most school meetings are not very good and do not motivate people to attend.

The Chairperson also thinks that a better coordination system is needed to link school teaching and home teaching of children. He said that a parent should know what the child is taught in the school and should know what he should teach the child at home. He said that parents should be made aware of their responsibilities to get their children to bed on time so that they can get to school on time the next morning, to teach their child basic skills like dental hygiene and eating manners, and to demonstrate their interest in their child's school activities by asking about his homework, etc. He hopes to direct the parent involvement work of PDC toward these kinds of issues next year.

The Coordinator for Parent Involvement has lived in the city since the late 1960's, having come from Guadalajara, Mexico. In addition to his previously mentioned work with other federal programs, he completed a BA in Business Administration in 1974. The Component Coordinator believes that the basic problem with parent involvement in the barrio is the social structure of the society that prevents people from participating. He said that although this structure is almost invisible at times, it does exist and that it is not so much an ethnic conflict as it is a social class problem.

For example, the PTA at School A is virtually inactive; there are few meetings and few parents attend. Of the elementary parents, 84% are Mexican-Americans, so there are no problems of ethnic conflict. But the PTA is a middle-class organization and the non-middle-class parents will not attend its meetings nor will most barrio parents go to an office building like the one housing school district offices. If a group has a storefront office in the barrio, local residents feel free to enter; they will even drive from nearby towns to obtain services. But they will not go downtown to an office building. He said that barrio residents had no confidence in social programs and that the parents frequently think that something suspicious is going on or that someone is taking advantage of the program or of them. He said that programs are at fault in that they do not explain to people what is being done. The explanations that are given move too fast and leave out important steps, so that people do not understand. Programs that come into the barrio are foreign and they remain so because they do not get local participation. He said that the most effective way to involve the parents is through social pressure from other parents in the community. Presently, the motivation for parents to become involved in their child's education is not integral to the program, and the Component Coordinator believes that parent involvement activities should be reorganized in such a way as to provide this type of motivation.

In terms of the required tasks to be accomplished for this component area, planning is still in its initial stages. Parents had been involved in the process of making decisions about the nature of the PDC program in that they had been attending the meetings of the PDC Council and had participated in the discussions. They also participated in defining and writing the philosophy of the parent involvement component for the proposal for 1975-76, including the definition of goals and objectives and the definition of the budget for that component. (Parents have played similar roles on the Education Task Force, but to a lesser degree.)

No regular coordination and communication has been established between the Head Start Center Committee and the School A PTA. One reason for this is that the School A PTA is virtually non-existent. However, Parent Involvement Task Force membership includes parents from Head Start and from School A and its meetings are set up to give parents the opportunity to talk about common issues. One tamaliada (or tamale-making party) was held in the School A cafeteria in order to raise money for parent involvement activities. The party served as a means of cooperation and communication between elementary school and Head Start parents.

Meaningful voluntary classroom roles for parents in the elementary school have not yet been defined. Parents are currently involved in both Head Start and the elementary school as teachers and paid aides in the classrooms and inservice training programs already exist for them. But no definition has yet been made about their possible roles as parent volunteers, non-paid aides or resource people. Parent training sessions are planned for July and August 1975 and are scheduled to continue into next year. (The content of these sessions had not been defined at the time of the evaluation visit.) During the training sessions, the specific classroom roles for parents will have to be defined and the appropriate training will have to be provided.

Parental needs and interests in special adult programs were to be assessed by a short questionnaire-type survey that was to be conducted in May and June 1975. Specific activities were to be planned following the survey.

As of May, no formal training had been provided for parents in the areas of decision- and policy-making. The Component Coordinator could not specify how such training would be handled. He thought that some attention might be given to it in the training sessions that are scheduled for July and August. The Head Start Director felt that the training that occurs through participation in the PDC Council and task force meetings was partially answering the needs of the parents. (Her comments are discussed in more detail in the administration section.) Parents have been involved in the development and planning for the PDC program in California (see administration section).

The Parent Involvement Task Force has defined its goals as being those of parent participation in the classroom and if parent involvement for PDC, including home-based involvement in the child's education. As the

Chairperson and Component Coordinator mentioned, other goals for parents include surpassing existing social barriers to parent participation in professional education and incorporating more cultural elements from the Mexican-American tradition.

> In sum, in the short existence of PDC in California, the project has uncapped a reserve of enthusiasm among parents for participation in the bilingual/bicultural education of their children. The formal planning tasks for parent involvement have only been initially addressed, but a number of meetings and discussions have raised hopes and plans for further productive parent activity.

Services for handicapped children, through February 1975. None of the planning tasks for the services for the handicapped children component had begun prior to the initial site visit in the first week of March. Services for handicapped children had been discussed in general with the Head Start Director and the Special Education Director from the school system. The Developmental Support Services Specialist (still to be hired) will be given primary responsibility for implementing the planning tasks for services to handicapped children. The PDC Coordinator has no estimate on the number of handicapped children to be served by the PDC program.

The preschool and early primary years service system for handicapped children is seen by the PDC Coordinator as stemming from a profile chart for each PDC child that diagnoses his or her needs and suggests a sequential program of activities and specific teaching skills for teachers. This profile chart is yet to be designed. Community resources will be utilized to provide services.

There are no definite plans to hire special staff, make necessary physical changes or purchase the necessary material required to implement this component. No plans exist for training regular teachers in special techniques and use of materials.

Services for handicapped children, March to June 1975. The Coordinator of Support Services was hired on April 2, 1975 and is responsible for all planning in this area. A task force has been formed to do part of this planning and had met once at the time of the May evaluation visit. Most planning has been delayed even further because the Component Coordinator is keying her planning activity to be dependent upon the identification of the needs of specific PDC children.

The first task has been to survey the number of handicapped children who would be in the PDC classes and determine the kinds of services that they would require. The Component Coordinator is currently investigating various diagnostic devices to use in surveying the children. The survey itself will be done in September when the children actually enroll, and it will include Head Start through grade 3 children and will cover physical, educational and emotional handicaps.

Community resources that could be used to service the needs of handicapped children were surveyed in 1974 by the Speech and Language Consultant for the County Department of Education, as part of the Child Care Education Program. He now serves on the Task Force for Handicapped Services for PDC. His survey of community resources seems to be adequate for the PDC program, and PDC staff plan to use the resources identified by this survey. After the children's needs are assessed in the fall of 1975, the Coordinator of Support Services plans to match the needs of the handicapped children with the available community resources to service them. Although a few personal contacts have been made by the Coordinator with some agencies, most of the arrangements for services will be made in the fall through letters and personal contacts.

A list of agencies has been made from which funds might potentially be obtained to fill any gaps in the provision of special services. But the Component Coordinator felt that the needs of the children had to be assessed before she could consider the list finalized.

Task force members, along with the Component Coordinator, are in the process of reviewing support services that already exist in Head Start and in K through grade 3. Once it is known what services currently exist in both programs a system will be established to coordinate them.

As of May 1975, no arrangements had been made, nor were any planned, to change the framework of the regular classroom program to accommodate handicapped children. In addition, no plan had been developed to provide for special individualized services, to hire special staff, to make necessary physical changes, or to purchase materials required to mainstream handicapped children into the regular classroom. One complication is that School A has a special unit for handicapped children that is managed by a respected husband-wife team. The man is physically handicapped, and the couple has been involved in this program for years. The children do attend regular classrooms for some kinds of instruction. The feeling that mainstreaming handicapped children will essentially deprive this couple of their program seems to have hindered the planning process in this area.

Approximately $2,100 has been allocated for the work of the handicapped component during the operational year. This money is intended to be used for two days of consulting fees, travel and expenses for 10 parents to be involved in the activities of the task force for 10 days. Plans are being made to find outside funding for inservice training of teachers, special staff, physical changes in classrooms and purchasing of materials if such things are required in view of the assessment to be made. Plans have been made to hire a consultant for two days of training at some point during the summer. A film has also been identified that can be used for training teachers working with handicapped children.

> Overall, the plans for this component are incomplete and still poorly defined. A great deal of stress is being put on waiting until the fall assessment of children has been completed to decide what will be done to provide services for handicapped children.

Services for bilingual/bicultural children, through February 1975. The planning tasks defined for the bilingual/bicultural component and the bilingual/bicultural demonstration program had, for the most part, not been addressed at the time of the initial evaluation visit. There had been no needs assessment of the children, no arrangements for necessary services from community resources and no development of new curriculum materials. There was no money in the planning year budget to hire a bilingual/bicultural specialist. No parent involvement or input had been sought for the bilingual/bicultural program.

The PDC Coordinator had met with the Coordinator of Compensatory Education to discuss Title VII activities and to identify the bilingual teachers and aides. He plans to have a bilingual/bicultural program that will be sequenced through the teachers' use of diagnostic tools to determine the individual child's level of skill. It was too early to evaluate what impact the Title VII money, teaching activities or philosophy would have on PDC.

Services for bilingual/bicultural children, March to June 1975. Since the PDC program in California is a bilingual/bicultural demonstration program, the planning staff have assumed that all activities are bilingual/bicultural. As a result, the planning tasks of the bilingual/bicultural component have not been given separate attention in the planning process. PDC staff interpreted the tasks for this component to be applicable only to sites that were not bilingual demonstration sites. However, some of California's planning activities do relate to these tasks.

The Education Task Force has the responsibility of coordinating bilingual/bicultural educational services between the Head Start program and the elementary school. This task force nominally includes Head Start teachers, elementary school teachers and aides, Head Start and school administrators and parents and holds monthly meetings. Task force members have not yet developed a coordinated plan or system between Head Start and school. But it is being discussed and alternative plans are being considered. As mentioned previously, bilingual/bicultural curriculum resources are being reviewed and observation trips have been made to other schools. The identification of Spanish/English bilingual staff within the school system has been accomplished.

Since these activities are in the early stages of development, it has not been possible to proceed with other necessary planning activities. For example:

- It has been impossible to provide for special individualized or group services within the framework of the regular classroom. The need for individualized attention is being considered in the selection of curriculum materials that will be used in the PDC program.

- It has been impossible to do training because the Education Task Force has not yet decided what they need to be trained in. But formal staff training workshops are planned for the summer months and are intended to include training to be sensitive to the needs of bilingual/bicultural children and training in methods of evaluating their progress. At the first two Education Task Force meetings, a great deal of time was devoted to the need to understand and be sensitive to the particular problems in bilingual/bicultural education.

- Identification of parents who can serve as resource people in the classroom has not yet been completed, although some interested parents are known. When the role of the parent in the classroom has been defined, specific parents will be identified to serve as resource people.

Another problem remaining in this component area is that PDC staff assumed that Spanish was the only non-English language with which they would be confronted. However, there is a small Native American population in the city, and no provision has been made for bilingual services to them. Furthermore, no assessment has been made of other possible needs for bilingual services. At present, bilingual/bicultural services are planned only for Spanish/English.

> In sum, little planning has been done on these component tasks. The project personnel have assumed that these tasks are irrelevant to them, and they have not formally addressed them.

Bilingual/bicultural demonstration program. As a bilingual/bicultural demonstration program, the California project is supposed to incorporate a number of special planning tasks into its overall educational program. As noted earlier, for purposes of evaluation these tasks are treated separately here, but PDC project personnel have decided to deal with them as an integral part of the "educational" planning complex which also includes the education and training areas.

The first need, to assess the bilingual/bicultural needs of PDC children, has not yet been accomplished. For several years the Head Start program has trained teachers and developed tools for assessing the children's needs. It uses:

- anecdotal record forms
- children's progress reports (English/Spanish)
- Bettye Caldwell tests

The school does not have the trained staff nor the tools to do regular assessments of children's bilingual/bicultural needs, nor does a plan exist to develop or borrow the staff and tools. During the first part of the 1974-75 school year, an assessment was made according to the requirements of the Title VII program, "Adelante," which was just being implemented.

The Education Task Force is working on the selection of a coordinated bilingual/bicultural educational and developmental program, or the development of such a program from their current resources. However, there has been some resistance to this approach by non-Spanish-speaking Anglo teachers. Consequently, the actual selection of the educational approach and curriculum materials has been delayed until the doubts that have caused this resistance can be resolved.

The Head Start program has made plans to implement full maintenance bilingual/bicultural education programs by September 1975. This has meant modification of their present bilingual/bicultural program so that all centers will be operating with the full maintenance concept.

School A currently has ESL and SSL language arts programs but all other instruction is carried on in English. Staff plan to institute bilingual/bicultural instruction in language arts for all children as of September 1975. Other subject areas will be converted to bilingual instruction, but at a later date, and the timetable for that could not be exactly identified during the May evaluation visit. The task force had not yet decided on the bilingual/bicultural curriculum to implement in September 1975, but the PDC Coordinator said that there were plans to meet in early June at a two-week workshop to define these issues. As of May 1975, the Education Task Force was concentrating on reviewing full maintenance bilingual/bicultural educational programs, making visits to bilingual/bicultural schools and giving attention to problems of teacher sensitivity and resistance. New curriculum materials will be developed later, as necessary, but not at present.

Some of the people who can carry out this program have been identified. Currently available bilingual teachers and aides are known, but as of May there was no clear determination of how many bilingual/bicultural teachers would be needed for PDC. If some of the English-speaking teachers were to leave the program, they would probably be replaced by bilingual teachers. Since it was not known if any teachers planned to leave, there was no articulated plan to hire new bilingual/bicultural teachers. If additional aides are needed, they will be bilingual and will come from the barrio that surrounds the school.

No formal bilingual/bicultural training has been set up for PDC teachers and aides, although the Education Task Force meetings have been used for some training purposes. Training has been postponed until the summer months by which time the curriculum will have been selected or determined and teachers can be trained to use it.

Parents of the bilingual children have been involved in the PDC planning both as teachers and aides from Head Start and the school and as interested parents. The involvement of the non-school-related parents was more in distinctively "parent" activities, such as the tamaliada. However, they have had some participation in Education Task Force activities, including visiting other bilingual/bicultural schools and discussing the educational approach.

In addition to teachers and parents, there are some community resources that could contribute to establishing a bilingual/bicultural educational program. Head Start has made arrangements with community resource people to help, for example, with cultural activities. Neither the PDC Coordinator nor the school staff had made similar arrangements for the K through grade 3 classes. The Parent Involvement Task Force had discussed this issue but nothing specific had yet been decided.

The attitudes toward bilingual/bicultural education at the California site are generally favorable. Many of the Mexican-American parents are unhappy that their children speak little or no Spanish but are pleased that the school is beginning to provide formal bilingual training. Planning for the institution of the program has not yet reached the stage of final decisions. It is anticipated that the summer months will be used to finalize curriculum plans and to begin training. There is considerable interest on the part of the parents and the PDC staff that the parents be involved, but exactly how they will be involved has not yet been defined.

E. Analysis of the Planning Process

The PDC program in California is an enterprise of many people trying to establish an entity that is generally consistent with the guidelines set down by OCD in a way that will serve their community and produce a bilingual, culturally effective educational system. The formal structure of the PDC program is presented in Figure 1.

The analysis and interpretation of this program is presented in the sections that follow in terms of descriptions of the roles of the planning personnel, planning accomplishments and completion of planning activities, an overview and interpretation of the salient features of the program as it stands at the end of the planning year and a description of the de facto definition of the PDC program.

Description of Roles

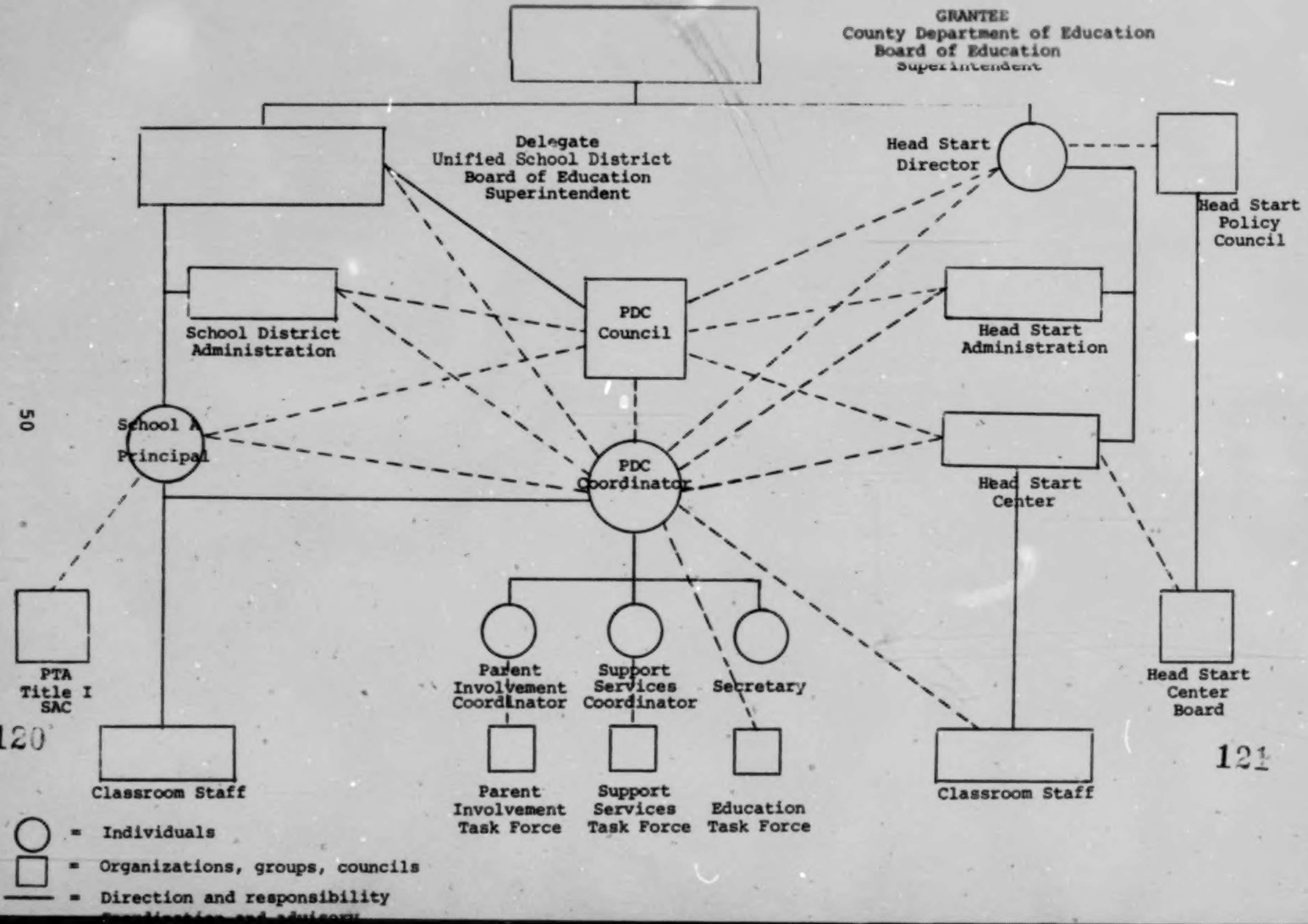
Planning for the PDC program in California has been carried out by the PDC staff in conjunction with personnel from the school district and the local Head Start program. Parents and consultants have also had input. Their roles and activities can be delineated as follows:

- Head Start Director. When the Head Start Director heard about the possibility of participating in Project Developmental Continuity, she initiated discussions with school officials and played a key role in preparing and presenting the proposal for the project. During the planning year, the Director has maintained close supervisory contact with the various components of the project and she has worked closely with the PDC Coordinator on many of his administrative tasks. She has participated equally with the Coordinator and the School A Principal in making key decisions about the program development.

- PDC Coordinator. The PDC Coordinator joined the PDC program in February 1975. His previous experience in bilingual/bicultural education and in administration was limited, so that he had to learn "on-the-job". He has devoted considerable time to establishing cooperative working relationships

Figure 1

Formal Structure of the PDC Program in California


GRANTEE
County Department of Education
Board of Education
Superintendent
Delegate
Unified School District
Board of Education
Superintendent
Head Start Director
Head Start Policy Council
School District Administration
PDC Council
Head Start Administration
School A Principal
PDC Coordinator
Head Start Center
PTA
Title I
SAC
Parent Involvement Coordinator
Support Services Coordinator
Secretary
Head Start Center Board
Classroom Staff
Parent Involvement Task Force
Support Services Task Force
Education Task Force
Classroom Staff
= Individuals
= Organizations, groups, councils
= Direction and responsibility
Coordination and advisory

with the School A Principal and the Head Start Director. He has relied extensively on the administrative experience of the Head Start Director, particularly on her knowledge of early childhood education. He has worked more in a coordinating capacity with specific planning activities being carried out by people in each component area.

- Principal of School A. The Principal has been receptive to the ideas suggested by PDC and has supported its development. He has facilitated the participation of teachers from School A and has tried to help deal with the resistance on the part of some. He has not directly intervened in the planning activities, but he has discussed and helped define general program orientation.

- PDC Component Coordinators. Both Component Coordinators were hired in April 1975 and had been working less than a month at the time of the May evaluation visit. They are responsible for planning delivery of services and for parent involvement. A Coordinator for Education is to join the staff next year. The coordinators are responsible for the specific planning activities. They participate directly in the definition of work for their respective components, perform any necessary reviews, facilitate the organization and participation of committee members and facilitate the initiation of specific activities.

- Elementary teachers and aides. The elementary teachers and aides have been involved in making decisions about the educational philosophy, instructional model and curriculum materials for California's PDC program. One group of five or six teachers has been concerned that the coordination of curriculum might lead to rigid format that would reduce their flexibility in teaching. As of May 1975, work on the education component had been concentrated on dealing with their concerns rather than on doing substantive planning.

- School district administrative staff. The Coordinator of Compensatory Education and the Elementary Curriculum Coordinator have special interest in PDC. The Coordinator of Compensatory Education is officially responsible for PDC in the administrative hierarchy of the school district and he has helped coordinate contacts with other state and federal programs. The Elementary Curriculum Coordinator is interested in instructional innovation that might be usable throughout the school district and is particularly interested in individualized, bilingual education. Both have been supportive of the program.

- Head Start teachers, aides and support staff. The Head Start staff had previously established the educational service delivery and community involvement requirements of PDC. They have participated in the PDC committees but usually in secondary roles. They have agreed to adjust the use of language in the classroom to a completely bilingual approach.

- Parents. Parents have been primarily involved as members of the Parent Involvement Task Force. They are also represented on the PDC Council, but they have had little or no involvement in educational decisions.

- Consultants. At this site, technical assistance is not provided by the contractor for the other PDC sites. Rather, California-based consultants have provided some technical assistance, particularly in education. The role of consultants has been limited, largely due to the late start-up of the program. During the month of actual operation of the project, before the second evaluation visit, there had been little time for consultants to establish a role. However, one person is serving as the Project Consultant on Bilingual Education.

In addition to the roles of individual people just described, four groups have played relevant roles in shaping planning year activities.

- The PDC Council. The PDC Council was established late in the year in April 1975. It met twice before the last evaluation visit for the year. During those meetings it reviewed and revised a number of budgetary and philosophical issues for PDC for next year. It also helped establish communication with parents and other community members. By mid-May 1975 the PDC Council still lacked representation from other community groups and agencies and, as such, was not considered fully constituted yet.

- PDC task forces. At the time of the May 1975 site visit, these committees had just begun to meet and had not yet been involved in substantive program planning issues. The PDC staff intend that the task forces should have the responsibility for the bulk of reviewing program materials and making decisions about implementation.

- Head Start Policy Council. This Council has participated in the PDC program by naming two representatives to the PDC Council. Otherwise, it operates separately and has no immediate plans to alter that arrangement.

- School A. The PTA at School A has not been functioning on a regular basis. This inaction has resulted in a vacuum for elementary school parent involvement, and it seems that the parent involvement in PDC might absorb the School A PTA.

In sum the individual and group roles in the California program are tentatively defined in terms of initial planning activities. There is input across a wide cross-section of people that provides for a broad-based participation in the program. A great deal of attention has been given to maintaining good working relationships within the program. There is a tendency for separation between personnel of the school district and Head Start with each preparing for the program adjustments required of that particular group. Coordination is very close at the administrative level, but less so among teachers, aides and support staff.

Planning Accomplishments by Component

The planning process for Project Developmental Continuity in California was telescoped down from the originally planned one year to only six months because of late funding. However, the operationalization of the program was delayed another three and one-half months until the PDC Council was established and staff were hired. Therefore, planning activities that originally had been scheduled to cover an eight- to nine-month period had to be dealt with in only three months. At the time of the first evaluation visit in early March 1975 no formal planning had occurred, and only two of 58 planning tasks had been completed. The necessity of preparing the proposal for the 1975-76 school year served as a catalyst to the definition and completion of a number of program issues shortly after the program was made operational for the planning year. The second evaluation visit in mid-May 1975 reflects this process in the increased number of completed planning tasks (from two to 16). At the time of the second evaluation visit, a number of tasks were just being addressed and they were to be completed during the summer.

As Table 1 demonstrates, only the administrative component is well advanced in planning. Over half of the OCD-required activities have been completed, including establishing the PDC Council, hiring staff, defining goals and preparing the proposal for 1975-76. Completion of planning activities in the six components that deal directly with program planning was minimal, with one or two completed activities per component. Most of the completed work involved initial assessments of the existing situation and hiring of personnel. As of mid-May there had been little or no completion of substantive program planning activities. There was an equally small number of planning activities in process, a total of 14. Again, one or two tasks per component were in process.

Approximately half of the planning activities had not yet been addressed--28 out of 58. Bilingual/bicultural education and services for handicapped children were the two areas to which least attention had been given. As mentioned elsewhere, there is no bilingual/bicultural specialist with the project now, and PDC staff mentioned that this is a problem area for them. They plan to hire an education specialist in the new budget year.

Since the planning process had just begun, there had been little occasion to address additional, non-OCD planning needs. However, one such local need--the fact that there is no active PTA or parent group at School A--has been identified and is being addressed. In fact, initiating PDC parent involvement began to blend in with initiating a parent group for the school itself. To accomplish this, the PDC Parent Involvement Coordinator and Chairperson worked closely with the Counselor from the school in contacting parents. Initial activities dealt with both PDC tasks, i.e., defining parent involvement goals, as well as local activities, i.e., the tamale-making party to raise funds. Given this situation, the definition of goals for PDC parent involvement also meant that the goals for general parent involvement in the school were being defined.

Table 1

Degree of Completion of Planning Tasks by Component

Component	Number of Planning Tasks	Complete	In Progress	Not Begun
Education	5	2	1	2
Training	5	0	2	3
Support Services	7	2	2	3
Parent Involvement	6	2	1	3
Administration	12	7	4	1
Handicapped Services	8	1	1	6
Bilingual/ Bicultural	7	1	1	5
BL/BC Demonstration Project Tasks	8	1	2	5
COMPLETION TOTAL	58	16	14	28

Planning Accomplishments by Type of Activity

Table 2 gives a review of the completion of planning tasks based on the type of activity required. All planning tasks were analyzed for the central required activity and were placed in four major categories: coordination, review and assessment, administrative decisions and program decisions.

Coordination. Included as coordination were all activities that involved developing timetables and schedules, arranging intergroup communication and defining relationships among people and/or groups. By May 1975, fewer than one-third of these activities had been completed although almost half were in progress, indicating that considerable effort and attention were going into this type of activity. Verbal information from PDC staff also supports the idea that this has been an area of concentration for them. The PDC Coordinator mentioned a number of times that he had concentrated his activity in coordinating plans at the administrative level, between Head Start and the school district.

Review and assessment. Review and assessment requirements included review of existing programs, review of program alternatives, surveys of resource people, and services and assessments of needs or interests. Almost half of these planning requirements have been completed, but the other half still remain to be addressed. The "completion" of most of these tasks actually required no special effort on the part of PDC. For example, the assessment of children's needs had already been done by Head Start and the school district; an assessment of community resources for services to handicapped children that was completed last year will be used by PDC staff; and the identification of local bilingual staff is common knowledge. In reality, there was minimal PDC program planning activity in the review and assessment area.

Administrative decisions. Of the 13 administrative decisions to be made, six have been completed in areas such as hiring personnel, deciding on space and physical plant issues, budgetary issues and initiating specific program activities, i.e., setting up the PDC Council. These decisions were not difficult to make, in fact many of them had to be completed in order to keep the PDC program operating. The completed tasks were those of hiring personnel, setting up the PDC Council and preparing the proposal and budget for 1975-76 activities. Five of these administrative decisions have not yet been addressed, and they include decisions on physical space and classroom arrangements to facilitate individualized instruction.

Table 2

Degree of Completion of Planning Tasks by Type of Activity

Activity	Complete	In Progress	Not Begun	ACTIVITY TOTAL
Coordination	5	8	5	18
Review and Assessment	4	1	5	10
Administrative Decisions	6	2	5	13
Program Decisions	1	3	13	17
COMPLETION TOTAL	16	14	28	58

Program decisions. On the other hand, program decisions have proven to be the most difficult planning tasks to accomplish. Included here are definitions of program goals, of needed program materials, of training content and of program plans for instruction and support services. Of the 17 required program decisions, only one had been completed, three were in progress, and 13 had not been addressed. The one completed program activity was the general definition of program goals, objectives and priorities which was necessary for the completion of the proposal for 1975-76. No other program decisions or definitions had been made. The result is that the basic decisions are yet to be made about what the PDC program will be.

Summary. Substantive planning for the California PDC program had not really begun in mid-May 1975. A few planning activities that were necessary to set up the program and to submit next year's proposal had been completed. Some coordination activities were in progress, but the bulk of the planning was just beginning. The PDC staff had set summer completion deadlines for many of the tasks, which means that most of the planning will have to be done in a short time period when most people are not available.

Program Interpretation

At the end of the formal planning year, the PDC program in California was just beginning, due to the late funding of the project. Work on many planning activities had to be pushed into the summer months and little had been decided about how the PDC program would in fact be defined or implemented. There are a number of factors that have exerted both positive and negative influences, making California's planning year what it was. These include:

- Close coordination between Head Start, PDC and school administrators. As mentioned previously, the PDC Coordinator devoted considerable time to discussions with the Head Start Director, School A Principal and other school district administrative staff. He has tried to make all decisions through a time-consuming "group consensus" process. As a result, at the administrative level there are no problematic conflicts; working by consensus, groups have established cooperative relationships built on trust. This approach to PDC decision-making fits nicely with the political realities of the PSL Model in which the PDC Coordinator has no fiscal or institutional authority and in which the respective institutions involved must agree to cooperate. But, it is a lengthy process, and it has certainly contributed to the fact that, even under considerable time pressure because of late funding, California's planning process has moved very slowly. Although time was sacrificed, functional and cooperative working relationships have been established.

- Institutional support. The school district accepted the role of being the delegate agency and has supported the PDC program. Particularly, the Coordinator for Compensatory Education and the Coordinator for Elementary Curriculum have encouraged and contributed to the PDC program. As mentioned earlier, the Coordinator for Elementary Curriculum sees this as a pilot program that can help develop an instructional approach and curriculum materials for bilingual, individualized education that could then be applied to the entire school district. The education planning group has been encouraged to review possible materials and to think in terms of innovative solutions. Likewise, the support staff of Head Start have participated in planning discussions and have offered their information and experience.

- Parent support. Parents have responded positively to the PDC program, participating in discussions about how they could take part in the education of their children, in communicating with other parents and in raising funds. As mentioned before, the School A parents have not had too many opportunities to be involved in school activities, and they seem anxious to participate through PDC. As of mid-May 1975, however, there had not been a final determination of how parents would participate in PDC. At that time, parents were serving on all component committees although the focus of their participation was the Parent Involvement Task Force.

- Teacher resistance. Resistance to the idea of bilingual/bicultural, individualized education has come from a small group of about five School A teachers. Apparently the group formed around one teacher who was particularly vocal in her concerns. Their concern has been to avoid the implementation of a curriculum that would minimize their flexibility in teaching.

- Late funding. The California program did not receive notice of their PDC funding until late December 1974, six months later than other sites. At first, program personnel thought they would have one and one-half years for planning, but later they learned that they were expected to begin full implementation in September 1975 like the other sites.

- Delays in making planning arrangements. The time utilized to make the initial planning arrangements, such as hiring personnel, setting up the PDC Council, getting office space, etc., was approximately the same in California as in the sites that had a full year to plan. However, the actual planning process did not begin until April 1975, the fourth month after the project received notice of funding. If these arrangements had been initiated immediately after notification, it might have been possible to advance the planning process. Instead the delay in making the planning arrangements meant that there was just time to prepare the proposal for next year and have one month to do all other planning before summer vacations began.

- Lack of staff expertise in bilingual/bicultural education. The PDC Coordinator is the only PDC staff person with previous teaching experience, and he has not had extensive experience with bilingual/bicultural programs. Head Start staff are experienced in this area, but they have been primarily involved in making their own adjustments to a full maintenance bilingual/bicultural program for the 1975-76 school year. Thus, PDC staff have not been able to take advantage of Head Start's experience. School A recently began a Title VII "Adelante" program that will primarily be serving older elementary children, but the program is too new to provide much input to PDC. The two teachers who are heading up the educational planning component have not been trained in bilingual education either. To offset these limitations, a consultant in bilingual education has been contacted.

- Lack of coordination at the classroom level. Although communication/coordination is excellent at the administrative level, it is not equal between Head Start and elementary school teachers and support staff. The Education Task Force initiated exchange visits between Head Start and school classrooms, but only one such visit had occurred by mid-May 1975. This lack of communication is compounded by the fact that there is an imbalance between the two programs in their readiness to implement the PDC requirements. Head Start is ready for full implementation, but the elementary school is not. One result has been that most of the planning issues for education, support services, and parent involvement have been translated into "how to begin the PDC-required activities in the elementary school." The comments of some Head Start staff members suggested that they saw their role as one that had little to do with the elementary school. The social and professional distance between the two programs that is implied in that attitude suggests that there will be minimal carryover from Head Start experiences to the planning needs in the school.

- Predominance of School A planning needs in component committees. The PDC program in California has been basically defined as the implementation of a Head Start-like program in School A. As a result, the planning for PDC in the component committees has concentrated primarily on the changes that need to be made in School A, particularly in education and parent involvement. Therefore, School A teachers and parents have played dominant roles on the committees. A great deal of Head Start planning has occurred outside of the task forces.

- Much of the planning is to be done in the summer. Because of the late start, many of the planning activities are to occur during the summer. Most of the decisions relating to curriculum, instructional approach and training were scheduled to be made after the end of classes. Both teachers and PDC staff members indicated that the last few weeks of school were too hectiv and would not permit enought time for planning activities. Of course, a potential problem is that it might be difficult to insure the participation of teachers and other academic year staff during their summer vacations, but some provision had been made to pay them for the additional time.

- Submission of the proposal for 1975-76. The proposal deadline for California was set for May 1, 1975. The requirement to prepare the budget for next year and make definitions of goals and objectives was a catalyst to complete the first steps in planning.

In sum, the PDC program in California is still in the initial stages of planning and many major issues are undefined. There has been considerable support for the project at the administrative level in Head Start and in the school district and among parents from both groups. The planning has tended to be dominated by the interests and needs of School A while Head Start staff have been doing much of their work separately.

The De Facto Definition of PDC

Two few definitions have been made about the PDC program in California to identify the final shape that it will take. In general, it seems to be concentrating on the needs of the elementary school. If this proves to be the case, it seems that PDC will function in California as the educational change mechanism by which individualized, bilingual education might be introduced into the public schools. As a result, continuity would be established in the child's educational experience from Head Start to elementary school, but the two institutions would continue to function as independently as they presently do.

It also seems that the PDC program is giving significant emphasis to education, parent involvement and delivery of support services. There are no major differences in the numbers of planning tasks completed between these three aspects and a component coordinator has either been hired or requested for each of these three areas. Of non-administrative items in the budget for 1975-76, approximately 50% are earmarked for education and 25% each for parent involvement activities and delivery of support services and other special services. Thus, one-half of the resources are for instructional purposes and one-half for non-instructional purposes.

According to the goals and philosophy of PDC in California, the program will utilize the "home language and culture" of the children, recognizing "individual differences" and giving "credence to the total child and the interrelation of cognitive and intellectual development, physical and mental health, nutritional needs and other factors that enable a child to function optimally." It appears that program activities mesh with these goals, reflecting an emphasis on the total child.

PROJECT DEVELOPMENTAL CONTINUITY
PROGRAM CASE STUDY

Colorado

July 1975

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A. Introduction

The early impact of Project Developmental Continuity at the Colorado site is manifested in the optimistic attitudes of teachers, parents and administrators. All look forward to PDC as an opportunity to extend further the recent changes in educational process which have begun to be implemented in the two PDC elementary schools. Head Start has already won a substantial degree of community support over the past several years, and is not viewed as a threat to or adversary of the public schools. The additional communication PDC has caused between Head Start and the school district staffs has served to solidify their sense of mutual striving toward progressive goals.

The Community

This PDC site is situated within the southeast quadrant of Colorado, approximately 110 miles from Denver. The city's history dates back to 1540, when the Spanish explorer Coronado led an expedition of Spanish soldiers and Indians into the area. The 1970 census yielded a metropolitan population of 118,238. The city's economy is primarily industrial, based on steel mills and manufacturing firms. Two federal facilities have recently been established, a Bureau of Documents Distribution Center and a Department of Transportation High Speed Ground Test Center. The city government continues to seek more diversified sources of employment, in order to minimize its current heavy reliance on the steel industry. A state-supported four-year college offering associate, bachelor's and master's degree programs is located within the community.

The area's ethnic composition is for the most part Anglo and Mexican-American. Approximately 70 to 75% of the children who attend the two PDC schools have a Mexican-American heritage, but virtually all speak English as their native language. Spanish is spoken but is no longer the predominant language of the children. Mexican-American families in this area are likely to have come to America as many as five generations ago. Local housing is largely federally subsidized and has on occasion qualified for flood control assistance. Most heads of households are employed by the steel mills or other types of manufacturers.

Origins of Developmental Continuity

Administrative staff of this particular Colorado school district first learned of the possibility of PDC funding in October 1973, through the OCD regional office in Denver. Discussions between district officials and Head Start staff yielded almost identical preliminary ideas on the development of a linkage program, according to the district's Assistant Director of Elementary Education, and there was mutual agreement to submit a proposal. OCD staff visited the locale in April 1974 to review it as a potential site. Those primarily responsible for planning the proposal were the Director of Elementary Education and the Head Start Director. They were assisted by the district's Directors of Research and of Federal Projects. The PSL model was selected because the designated Head Start centers were not at that time housed within the elementary schools.

PDC is now fully staffed for the planning year. The Project Coordinator was hired on September 2, 1974 and has extensive experience in both education and community action programs. He taught fifth grade in the city for several years, directed a neighborhood Youth Corps program, was Assistant Director for Upward Bound, and has also worked as a budget analyst and instructor in personnel management. His educational background includes an M.A.T. in elementary education with an emphasis on bilingual/bicultural early childhood education. The PDC Parent Involvement Coordinator is also the Head Start Parent Coordinator, working 50% on PDC. She has worked with Head Start for six years as a parent, teacher aide, teacher, and parent coordinator. The BL/BC Coordinator has taught in Head Start for three years and coordinated career development and bilingual teaching in Head Start for another three years. Most recently hired is the Support Services Coordinator who was an outreach worker and then coordinator of the San Luis Valley (Colorado) parent-child ACTION program. In addition, the Head Start Financial Officer works 25% for PDC, and two outreach workers have been hired to facilitate contact with families. A secretary and a clerk/typist complete the PDC staff.

Initial plans outlined in the proposal have been significantly modified only to the extent required by late hiring of staff.

B. The Educational Setting

The Head Start Program

The Head Start grantee is the city. ______ County Head Start Parents, Inc. is the city's delegate agency which, under the Head Start Director, oversees nine Head Start centers. Four classes in two centers (located in the two elementary schools) have been identified as PDC classes for next year. They operate on double sessions (morning - 9:00 to 12:00; afternoon - 12:30 to 3:30) with one teacher per center for both classes. Both teachers are bilingual in Spanish and English and are working toward A.A. degrees. Each has taught in Head Start for five to seven years. One teacher has one regular aide, the other has two; both have several occasional classroom parent volunteers. Thirty-one children are enrolled in Head Start at one school (total for both classes); 34 at the other. Adult-child ratio varies from 1:8 to 1:5, depending on the presence of volunteers. In each center the Head Start teacher shares responsibilities with kindergarten teachers and aides, but to a greater extent at one school than at the other.

Teaching activities and procedures for Head Start classes differ substantially between the two schools because at one school, Head Start children are in a mixed group of 100 with preschoolers, kindergarteners, and a few first graders. An eight-member teaching team (consisting of a Head Start teacher, a kindergarten teacher, a preschool teacher, aides, and volunteers) plan activities for the total group and trade responsibilities among themselves. As a result, the Head Start curriculum, although highly oriented toward open-classroom concepts, adopts more of a kindergarten approach than would be typical of Head Start generally. Children who have achieved appropriate developmental skills can use phonics or math workbooks, and all work for at least an hour per day in several of the room's learning centers (gross motor, fine motor, art, math, language, auditory, free play). Teachers assign children to various centers during the week on the basis of observed skills and cognitive goals. Normally one adult works with a small group of children at each center. The daily routine concludes with a half-hour of physical education, music, or story-telling. On the whole, classroom activities are teacher-directed and child-active. The eight teachers meet as a group from 11:00 to 11:30 three days per week for planning; each also has 1-1/2 hours per week available for individual planning.

At the other PDC school, where the Head Start classroom is physically distinct from kindergarten and other grades, educational activities and the daily schedule more closely resemble those of a typical Head Start center. The day begins with snack time for children who have not eaten at home, followed by a free play/art project period, outdoor play, and group time. Concept work during teacher-directed activities focuses on language or pre-math skills. Head Start classes throughout this city are not in session on Mondays; so the teacher uses that day for her week's planning.

Both Head Start teachers also use the Monday planning time for occacional parent meetings, and hold individual parent conferences three times per year. Additional parent contact takes place by means of memos, mass letters, personal notes, and irregular home visits. While parents are involved in the Head Start program community-wide as members of the Policy Council and Head Start Board, there does not appear to be as much day-to-day parent participation in the classrooms at the PDC Head Start centers as would be found at other centers in the town. One of the two school principals hypothesized that parents might be more reluctant to assume active roles at centers located in elementary schools, due to a school "mystique" atypical of Head Start.

Head Start at this particular site has long-standing and comfortable relationships with a broad spectrum of community service agencies--legal aid, housing, job training, mental health, Medicaid, food stamps, welfare, and planned parenthood services have all been contacted and utilized within the last year. Because Head Start is funded through the city government, social services staff from the school district are also available as consultants to Head Start.

The Elementary Schools

The two PDC elementary schools are the most modern in design and most progressive in educational approach of all of the city's public schools. Both have been rebuilt or remodeled within the past two years, both have recently adopted team-teaching methods and the Individually Guided Education (IGE) approach to learning, both have large open-space areas and far less furniture than is common in more traditional elementary schools.

At one school, 173 children are enrolled in grades K-3, with 6-1/2 full teachers and 8 additional aides or volunteers (mixed grades account for the fraction). Adult-child ratio is approximately 1:12. Previous teaching experience ranges from 1 to 30 years; one teacher is bilingual in Spanish and English and another is learning Spanish. The Principal is the school's only full-time administrator; school district curriculum staff and other specialists are usually available but do not have offices at the school. The other school has 255 children enrolled in K-3, and is staffed by the Principal, 9 head teachers and 4 aides. Adult-child ratio is approximately 1:20. One kindergarten teacher and all 4 aides are bilingual; teaching experience ranges from 1 to 16 years.

The educational process at both elementary schools is highly individualized in the sense that children progress through learning exercises at their own rates and most lessons are conducted in small groups. Programmed materials, kits, and games (both commercial and teacher-produced) are used for spelling, math and reading; less structured materials such as paint, clay, blocks, and beads are available for art and free play periods. Children with learning disabilities or perceptual problems are mainstreamed into regular classroom procedures; a second grade classroom at one school contains some special materials for this purpose, among them a Frostig kit of pictures and exercises designed to support perceptual and fine motor skills. Additional staff for education of the handicapped include two Limited Intellectual Functioning (LIF) teachers for children with IQ's up to 75, two teachers and two aides for remedial reading, and a part-time speech therapist. Both schools provide referrals, through the district, to a local mental evaluation clinic. There is informal nutrition education for children and staff, but no organized training program. Orange juice and milk are available for all children between 8:30 and 9:00 each morning. Children are screened annually for vision, hearing, immunization status, and speech defects. Community services contacted within the past year by one or both schools include a public health clinic, family counseling, welfare, clothing aid, day care, legal aid, and housing.

Bilingual/bicultural education at both schools is in a state of flux, as teachers and administrators are working together to determine the direction of the recently funded Title VII program for kindergarten. Presently, each class has a bilingual teacher who teaches in Spanish. At one school, parents have the option of not having their children placed in a bilingual/bicultural program. Many everyday classroom activities stress aspects of Mexican or Spanish culture.

Parents participate in the classroom as volunteers or teacher aides, and at one school there are Parent Councils for the Title I and Title VII programs, as well as a Parent Advisory Board for parent input into curriculum decisions. The Principal estimates that about 75 parents per year actively contribute either through these groups or the PTA; the Principal of the other school estimated 50 to 60 parents actively participate in these endeavors.

Relationship Between Head Start and Elementary Schools

The administrative relationship between Head Start and the public schools has been gradually solidifying over the past six years, when Head Start first placed centers within elementary schools. Both institutions are directly responsible to the city government, which can therefore mandate a certain degree of communication and joint planning. Due to organizational structures unique to each body, there is significant difference between the administrative roles of the Head Start Director and the elementary school principals; the former is primarily concerned with funding sources and relationship to the community, while the latter must devote more time to running the school from day to day, providing counseling, and resolving crises, both major and minor. Overall, there seems to be strong support for Head Start's role in the community and educational goals from school district administrators, a situation conducive to successful implementation of PDC. Communication between Head Start and the schools is naturally quite frequent in the case of the two Head Start centers, through contact between teachers (for program planning) and administrators (for more procedural and budgetary matters).

While the educational philosophies and programs of Head Start and the elementary schools are not identical, they are certainly compatible, as evidenced by the relative ease with which Head Start centers have been assimilated into the elementary schools. Staff of both institutions acknowledge that Head Start places greater emphasis on socialization and the elementary schools on academic work, but in both the educational process incorporates individual attention to children and respect for differences among children. The advent of team teaching in the lower grades is seen as partially due to the influence of Head Start.

Another advantage of having the city as the administrative link between Head Start and the public schools is found in teacher training. Although Head Start has more funds allocated for inservice, there is considerable sharing of facilities and consultants when training is scheduled. Head Start has Mondays available when all of its teachers are (in principle) free for scheduling of inservice, but staff of the two PDC Head Start centers often need this time to meet with other members of their teaching teams. Principals and district staff seem more willing than most to arrange release time and classroom substitutes for teachers who wish to avail themselves of opportunities to attend training workshops. Several teachers have taken Master's courses at a nearby state college.

Traditional differences in the relationship of parents to Head Start and to the elementary schools exist at this site. Parent involvement in Head Start takes customary forms--membership in the Policy Council and Center Committees and irregular work as classroom aides. The elementary schools invite parents to assist in the classroom and to provide transportation for class trips, but only a small proportion of parents actually participate in these activities. The PTA is active and has good rapport with teachers, but does little to represent other parents who are not members of the PTA. There is no organized system to promote additional parent involvement in early elementary education.

Due to budgetary constraints, screenings conducted by the elementary schools are more perfunctory and are likely to be carried out by personnel who have not received much training. Educational services for handicapped children are currently being extended at the elementary level to include children with "behavioral disabilities" and speech problems. A comparability study has been made to coordinate Head Start and public school services for the handicapped. Bilingual/bicultural education has an informal context within Head Start, focusing on cultural activities rather than language training; the elementary schools are still in the formative stages of their new Title VII BL/BC program, and are certain to be shaped at least in part by PDC.

C. Opinions and Attitudes of Program Personnel

Interviews were conducted with the PDC Coordinator, the Head Start Director, the PDC Council Chairperson and the two elementary school Principals in which each was asked to give a personal evaluation of the success of program planning this year and to anticipate implementation success for next year. They were also asked to identify the factors or forces that had most contributed to the shape of the PDC program up to this point. Short, paraphrased summaries of the responses of these persons are reproduced below to provide a direct expression of their concerns and interests. The concluding section analyzes the patterns of opinion that emerged in the responses of these individuals as they discussed the Developmental Continuity Project.

PDC Coordinator (Thursday, May 19, 1975)

The PDC Coordinator began by expressing his gratitude for the hard work and dedication of the administrators, staff members, and parents who have been involved in the PDC program. He expressed confidence in himself, his staff, and the PDC operational program for 1975-76. Because of his belief that all task forces worked equally hard and that all the planning areas were successful, he chose not to list the most successful and the least successful components. He justified his decision with the following points.

- *All task force members gave equal dedication and time to planning.*
- *Each member was working on a committee by his/her personal choice.*
- *All the PDC component committees had developed plans for the 1975-76 PDC proposal. Committee contributions included assessing the needs of the program, assessing services available from the community, Head Start and the school district, identifying gaps in services and program action to fill those gaps.*
- *I believe in the concept of 'cooperation' not 'competition' (which the terms most and least imply).*
- *Each component committee had different goals to accomplish; therefore, to compare the planning components on a most successful-least successful basis would be inappropriate.*

The PDC Coordinator felt that the PDC Council contributed to planning year activities because each Council member belonged to at least one planning task committee or subcommittee, and because a strong liaison with community agencies/resources and with the school administration had been maintained.

When asked what general factors had contributed to these successes, he named three:

- *The Head Start program has been functioning here for ten years; consequently, respect for Head Start by the community and by the school district has been attained.*

- *Our school district is a progressive district and helped to write the initial PDC (bilingual/bicultural) proposal; the Head Start Director and I have also worked on many programs in this city for a number of years. As a result, we know the various levels of support and the accessibility of such support.*

- *The staff at the two prospective PDC elementary schools are dedicated and sensitive to culturally different children.*

Even though the PDC Coordinator feels there will be problems in the program next year, he said he couldn't really anticipate exactly what they would be. *The program will operate effectively next year because it is based on an informal communication system which helps to prevent major problems. For example, if a teacher problem were to arise, I would simply pick up the phone and arrange with the school principal or the Head Start director to sit down with the teacher and talk informally to resolve the problem. If a parent problem were to arise, I would refer the matter to either the Parent-Teacher Organization, the Head Start Parent Council or the PDC Council.*

The Coordinator perceived his role next year as one of setting up effective lines of communication and coordination and assuring program effectiveness. He said that he could accomplish these things...*by defining the roles and responsibilities of program personnel, by providing training which would include a two-week orientation at the end of August to all PDC administrators, staff members, and parents, and by holding regular staff meetings to identify and resolve problems.*

At the conclusion of the interview, the Coordinator mentioned three things that he would like to see PDC accomplish at this site:

- *Bring about a level of parent involvement which would provide them with information to reinforce their own roles in the developmental process of their children.*

- *Bring about a more effective and harmonious relationship between the home and school for the child's benefit.*

- *Provide an awareness to administrators, teachers and parents regarding the ways children are affected by many outside forces, including the child's social welfare, the child's socio-emotional conditions (self-concept). the child's peers, and the child's family.*

The Head Start Director (Tuesday, May 27, 1975)

When asked which components had been addressed most successfully, the Head Start Director named education and developmental support services, but he felt that all components had been well planned. *The responsibility of addressing all facets of the education component was delegated to the task force which worked diligently and harmoniously. The curriculum specialist for the school system and the Head Start staff worked closely together, meeting every week to discuss activities and to plan for integrating them into cohesive units. The BL/BC specialist for the school district was also working on this task force to develop an integrated curriculum and educational approach that would be compatible with the total educational goals for the school system. The educational philosophies of Head Start and the elementary schools are basically compatible with each other.*

Planning for the developmental support services component was broken into subcomponents--nutrition, psychological services, medical-dental and social services--in an effort to address specific areas in considerable detail. Subcommittees were formed to deal with each subcomponent, and they met weekly. Emphasis was given to dealing with the problem of mainstreaming the handicapped.

Key factors which have contributed to a successful PDC planning effort at this site, in the Head Start Director's opinion, include:

- *A good working relationship between the school system and Head Start, resulting from a long association of working on projects of mutual interest.*

- *The public school system enthusiastically supports the PDC concept and philosophy and has committed resources to implement PDC.*

- *The Head Start teachers and public school teachers work closely together and have respect for each other.*

- *The educational methods are similar in each, i.e., the I.G.E. and open classroom methods.*

- *The elementary schools are thoroughly familiar with the Head Start philosophy and goals since Head Start programs have been operating in the two elementary schools.*

While not admitting a lack of success in planning for the parent involvement component, the Head Start Director felt that certain tasks remained to be fully addressed. *The planning task dealing with providing for meaningful classroom roles for parents in both the Head Start program and the elementary school has been troublesome. In the former, parents have been involved primarily in fund-raising activities, while in the latter the emphasis has been on educational approaches, thus requiring a reorientation of direction and activities by the parents. Parents have not been as involved in classroom activites in the elementary schools as in the Head Start program. For the purpose of addressing these issues, the Parent Involvement Task Force has met with preschool (Head Start) and elementary school (PTO) parents to resolve these differences. The Head Start program staff and PDC staff have both served as "catalysts" for bringing about coordination between the two parent groups.*

The Head Start Director feels that obstacles that have prevented successful planning in some areas include the following:

- *The hiring of the PDC Coordinator was delayed and this caused a reduction in the amount of time available for planning.*

- *The process through which a proposal must pass prior to final approval is very cumbersome--at least six governmental or quasi-governmental agencies must give their stamp of approval--and this creates delays, puts a strain on PDC staff, rushes the planning process, and cuts down on the quality of the planning effort.*

- *A specific obstacle resulted when an unqualified individual was hired to fill the developmental support services coordinator slot. He was subsequently terminated and his replacement has not been hired.*

- *Additionally, OCD disapproved the selection of Title VII schools as control schools and this required the restructuring of plans for their selection.*

The PDC Council has contributed to the planning year activities as follows:

- *It has recruited its members from the community.*

- *It divided itself into component task forces to address the issues of each of the component areas.*

- *It coordinated the work of the task force committees.*

- *It acted as a liaison with the school district.*

- *It has seen to it that community agencies are represented on the PDC Council and on the task forces.*

The PDC component committees have (a) met many times to address assigned planning tasks and to prioritize the needs of the components; (b) formed subcommittees as required; and (c) assisted the PDC Council in the allocation of budgetary funds to the activities which will be implemented under the component.

The Head Start Director feels that the education and parent involvement components will be most successfully implemented next year. *The former because both the PDC Council and the task force committee have involved Head Start and elementary school principals, teachers, aides and parents in the planning process--each is sold on the PDC project and will enthusiastically support its implementation. As for parent involvement, I feel that the attitude of the elementary school principals is favorable to PDC and this is conducive to successful implementation--they have adopted the PDC philosophy and goals, and have involved parents in meaningful school activities during the past year. The principals are familiar with federal projects, having been previously involved in the implementation of several federal programs requiring parent involvement.*

The Head Start Director did not feel that there was any overriding problem which would impede the implementation of any of the components, although he anticipated a possible lack of adequate funds to provide for complete medical and dental services. *To prevent this from occurring, PDC staff will research available sources of funds or, as an alternative, obtain donated services--a possible source for these services may be through the Neighborhood Health Center.*

The role of the Head Start Director during the implementation year will be an active one, involving direct supervision of the PDC staff through the PDC Coordinator who has reporting responsibility to him.

He felt that the following major factors have had a favorable influence on the activities of the PDC planning year:

- Staff. *Their enthusiasm and commitment are overriding success factors as is the way in which they have coordinated all their efforts with the school system and the community.*

- Instructional. *School system staff have committed personnel and resources to the planning effort and have committed themselves to fully implementing PDC.*

- PDC Council. *Its members have volunteered their time to make PDC a viable program---theirs is a total commitment to the PDC effort.*

- OCD regional officials. *While not interfering in any way with the planning efforts, they have been "on call" to provide technical assistance as required.*

The Head Start Director would like to see PDC produce a graduated and integrated curriculum that will encompass preschool through grade 12, and that will assure that all needs of each child are met (i.e., physical, psychological, intellectual, and so on). He hopes that the programs which are initiated will be flexible and will not exclusively provide for educational instruction which is college-oriented, i.e., that not only meets the educational needs of the child but will help him work into a career.

PDC Council Chairperson (Wednesday, May 28, 1975)

(The Chairperson is a school district psychologist who is involved with special education and handicapped children. She serves as a liaison person between the special education and psychological services departments of the school district and the PDC program.)

The PDC Council Chairperson felt she was able to plan most successfully with the handicapped and support services (nutrition) components of PDC, and to some extent, with the BL/BC component.

- Handicapped component. *In planning for this component, school district staff members (specialists and teachers) had meetings with Head Start teachers and parents on the average of every two weeks for the first two and one-half months after the creation of this program; subsequent meetings took place less often, but as needed. There were efforts at these meetings to share technical information and records, and to begin to develop compatible forms for children's records. It was important and effective for the two groups (school district and Head Start) to get together, and through conversations during meetings, to develop a philosophy and plans by which any handicapped children could be helped through in-school and community resources and agencies. Many good ideas were shared by the Head Start staff and this cooperative spirit has continued to exist between school district staff and Head Start personnel.*

- Support services (nutrition). *The Nutrition Task Force has met on the average of once every two weeks. The group responsible for social services compiled a list of area agencies. This committee plans to implement the* *concept of a 'creative nutritionist' whose task would be to provide information to the children and their families on nutritional health. This committee also came up with a plan to provide a nutritional snack for children.*

- BL/BC. *This task force plans to provide an awareness of BL/BC needs to those involved in educational settings. Accordingly, the task force has held discussions with the Education (Curriculum) Task Force.*

The PDC Council Chairperson felt that the factors which have contributed to the handicapped, support services (nutrition), and BL/BC components have been:

- *The PDC general staff, i.e., their hard work;*
- *The level of cooperation between Head Start and school district staff (i.e., the public school teachers' good feelings about children having had a Head Start experience);*
- *The availability and positive attitudes on the part of agencies throughout the city (i.e., the agencies' congeniality and willingness to help, both at the administrative level and at the staff level);*
- *The PDC Coordinator's ability to work well with people;*
- *The outreach staff's efforts to facilitate communication, locate children, and establish links among the PDC program, schools, agencies, and community.*

She felt that there was least success in planning for the educational (curriculum) component due to:

- *Personality problems which resulted in an inability to maintain a consistent direction;*
- *The task force chairperson's inability to guide, asking impossible questions, and exhibiting a directive attitude by saying, 'do this, do that';*
- *A lack of organization in this area.*

She stated that even though the PDC Council has contributed to overall communication and coordination among components to avoid overlapping efforts, there still existed a time factor which made it difficult to get all Council members together at the same time.

The Chairperson felt that next year (the operational year) the handicapped component would be the most successful because *...it is already operational and because of the hard work on the part of the nurse, the teachers, and the speech therapist.*

She perceived her role next year as continuing to be a liaison person between PDC and the special education and psychological services departments of the school district in order to arrange for staffing for handicapped children, as well as coordinating aspects of the PDC program through her role as PDC Council Chairperson.

According to the Chairperson, there were two major forces which influenced planning year activities:

- **The PDC Coordinator**. *His energy and enthusiasm, his ability 'to work in three places at once,' and his responsibility in attending the many meetings that have been held during the PDC planning year have been major contributions to program planning.*
- **The time limits**. *Time constraints created an intensive pace of work on the part of those involved in PDC, which was positive in this case because much was accomplished in a short period of time.*

In general, she would like PDC to accomplish (and believes it already has in part) a better understanding and communication between the schools, the PDC staff and Head Start staff. Specifically, she would like PDC to:

- *Induce more creative thinking in the nutritional field;*
- *Produce a more comprehensive list of agencies that are available and can benefit children;*
- *Provide programs for handicapped children without delay;*
- *Gain the continued cooperation of doctors, dentists, etc., which is already underway.*

Regarding BL/BC education, the PDC Council Chairperson stated that there are parents in the community (largely, Anglos, but also Chicanos) who are opposed to the BL/BC program, believing that it causes Anglo children to speak bad English; and that it takes funds away from other areas. She feels that, along with BL/BC education, it is also very important to have services in nutrition and health.

Elementary School Principal A (Tuesday, May 27, 1975)

Principal A thought planning for the parent involvement and nutrition (support services) components were the most successful areas during the planning year:

- Parent involvement. *Several parents were included and information was freely shared by task force members. Teachers and parents discussed various approaches to involving parents and understanding the curriculum.*

- Nutrition. *All school staff were involved in choosing the kinds of nutritional services that could be offered by the school.*

Some factors which contributed to these successes were identified by Principal A as:

- *The PDC Coordinator was very organized and supportive;*

- *Communications were very strong and frequent;*

- *Staff were given the opportunity to be involved;*

- *The mergers of Head Start with school helped; and*

- *The techniques of communication developed over the preceding six or seven years also helped.*

He felt that success was achieved in all component planning. However, he felt that the resignation of the PDC BL/BC staff member slowed the cognitive, affective and psychomotor subcommittee's work in developing the curriculum. He felt this resignation also increased the workload of the PDC Coordinator.

PDC Council members have contributed often to planning year activities, in Principal A's view. Specific contributions he mentioned included...*several good ideas from both parents and community representatives*...and that...*the PDC Council had more input in the area of nutrition.*

He mentioned that the PDC component task forces had...*done most of the work during the planning year. They wrote the guidelines for parent involvement and held many meetings to plan for the implementation year.*

The components that he felt would be most successful during the implementation year were parent involvement and nutrition (support services). *In the parent involvement component, our school staff were intensively involved in the planning phase and* *this should lead to easier implementation. Staff were also heavily involved in the planning phase of nutrition, which has made them more knowledgeable and should lead to comfortable implementation.* (The Principal didn't foresee any particular problem in implementing any component next year).

Possible problem areas included "communication itself" and communication between the PDC Council, Title I Council, Title VII Council and the PTO. Principal A recommended quick identification and group discussions on how to resolve any possible conflicts. He also suggested instituting an "umbrella council" which would be composed of PDC, Title I, Title VII, and PTO leaders to share information.

He felt that major forces that have been favorable influences on PDC were...*a receptive and supportive staff, an effective PDC Coordinator and Head Start Director, and participating parents.*

A goal for PDC to accomplish, in Principal A's thinking, is to find different evaluation procedures for children and programs. A major concern of his is that while PDC stresses individualization, standardized evaluation instruments stress group norms. He feels that standardized procedures are inadequate in assessing and diagnosing individual children's needs. In fact, he has documented this position on testing by writing to Senator Haskell and Senator Hart, Governor Lamm and his congressional representatives. He felt that the national office had not responded adequately to this concern, which was discussed at the Spring 1975 Savannah PDC conference.

Elementary School Principal B (Wednesday, May 28, 1975)

Principal B listed four components that she felt were planned for successfully; these were nutrition (support services), handicapped, BL/BC and parent involvement. Things in each component that pleased her were:

- Nutrition. *A nutritionist will be added to both schools to provide nutrition activities in the classroom as well as for parents.*
- Handicapped. *The staffing process will provide better direct services to Head Start and public school children at an earlier stage--prevention rather than all remediation.*
- BL/BC. *The Head Start staff will be able to participate in 'teaming' and will attend the BL/BC training sessions.*
- Parent involvement. *Parent involvement will be extended to other grade levels in the school and will support the concept of a community-based school.*

Factors which contributed to these successes were identified by Principal B as:

- *A variety of different groups and people providing support for PDC through their participation on the various task forces--strength through diversity.*

- *The existence and further development of a good communication system between and among these diversified groups.*

- *The self-motivation and support of component task force members (staff, parents, community) have helped the planning operations work successfully.*

Principal B feels that the component with the least success as far as planning goes has been the curriculum (education) area. *The curriculum was being re-invented, planning was too rushed, and the task was too large to accomplish in just a few months. Resignation of the PDC BL/BC staff member provided a loss of direction and support for redesigning the curriculum. It is my philosophy that staff members who will be responsible for implementing a curriculum should participate in designing the curriculum as a team. A team concept exists in our building. The curriculum was designed outside the building although some of my staff participated on the Curriculum Task Force.*

The Principal thinks the PDC Council has contributed to the planning year...*by having PDC Council members serve on different task forces. This has facilitated greater coordination and information-sharing between staff, parents and community.*

She anticipated no problems in implementing any of the components during the implementation year. However, she did anticipate problem areas within components. *For example, within the parent involvement component, problems may occur in getting parents to school for conferences, in having full participation in activities, in obtaining volunteers and in paying some aides while expecting others to volunteer without pay. Careful staff selection is one possible preventative action. The principal and the team of teachers with whom the Head Start teacher would be working, should assist in the screening and interviewing of new Head Start teachers who will be working in that building. The line and staff chart shows that the Head Start teacher is responsible to the Head Start program and this divides the 'loyalty' of the Head Start teacher, which interferes with training, meetings, etc. For example, if a 'team teaching' is scheduled at the same time as a Head Start training session, which one does the Head Start teacher attend?*

Principal B feels that her role in implementing the PDC program will be as the prime coordinator within the school building as opposed to the PDC Coordinator being the prime coordinator. She expressed a desire for closer coordination and contact between herself and the PDC Coordinator during the implementation year. She feels that through prevention processes, more can be provided and accomplished than through remedial processes.

Summary

Of the five interviewees, four are administrators and one is a school district psychologist. Each of the five people interviewed was asked to name the components that he/she thought were successfully planned for during this year. The only component which was named as being successful by all the interviewees is the developmental support services component, with three of the five specifying the nutrition subcomponent. The parent involvement and handicapped components were listed as having been planned for most successfully by three interviewees. It was felt that the Developmental Support Services Task Force was successful because it had made extensive plans for implementing creative ideas in nutrition. Parent involvement was thought to be successful because it had fostered a supportive attitude among community agencies. Even though no parent or parent representative was interviewed, the PDC Coordinator and the two school principals felt there was successful planning for parent involvement.

Only three respondents listed components as having been least successfully planned for, two of whom listed the education component. They thought education was not successfully planned because there was a lack of coordination between the various subcommittees (i.e., cognitive, affective and psychomotor), which meant that their division of labor was not clearly defined. This lack of coordination came about after the resignation of the PDC Curriculum Coordinator when the committee's Chairperson was not able to assume all of his responsibilities. The Head Start Director, who has many direct contacts with parents, felt that parent involvement was one of the components which was planned for least successfully.

All interviewees indicated that the PDC Council had had a positive effect over the planning year, particularly in providing liaison between community resource agencies and school district administrators and in being able to coordinate efforts between the component task forces. The latter was facilitated because Council members were members of component committees as well.

The five interviewees thought that the PDC operational year would be successful; for every component area there was at least one person who thought it would be successful. This optimism was buoyed by the aura of confidence which prevailed among the staff, particularly the PDC Coordinator, and by the heavy involvement of many people in the planning process. The parent involvement component area was listed by four of the five interviewees as being most successful to implement next year because of the administrators' support of parent involvement, and the parents' desire to be involved.

There were only three problems anticipated in implementing component areas: social services - "possible lack of adequate dental services because of insufficient funds"; education - "question about the teachers' willingness to fit into 'team' concept"; and parent involvement - "getting parents to come to school for conferences, participating in activities, volunteering...".

Generally, the major forces or factors that were identified as influencing the activities of the PDC planning year were positive factors such as support, dedication, personal contributions, commitment and enthusiasm. Some of the specific comments were:

- Principal A: *A receptive and supportive staff; parents also made contributions.*
- PDC Coordinator: *School district has a progressive outlook; staff dedication at both elementary schools.*
- Head Start Director: *Enthusiastic and committed staff; school district committed support; time and dedication given by PDC Council.*
- PDC Council Chairperson: *The PDC Coordinator's enthusiasm, energy and sense of responsibility.*
- Principal B: *Movement toward community needs.*

When asked what they would like PDC to accomplish, the interviewees expressed hope that PDC could help foster educational change and help children in various ways. Some comments were:

- Principal A: *A good, sound, continuous program for children.*
- PDC Coordinator: *Bring home and school together for the child's benefit; reinforce parents' role in helping their children develop.*
- Head Start Director: *Have a graduated and integrated curriculum for students from preschool through 12th grade.*
- PDC Council Chairperson: *Foster better understanding between schools and PDC, and provide immediate support for handicapped children.*
- Principal B: *Develop the child's self-concept.*

D. The Planning Process

Arrangements for Planning

Key staff involved in PDC planning year activities, in addition to PDC staff listed in section A, include both elementary school principals, the Head Start Director, and the school district's Director and Assistant Director of Elementary Education. Establishment of the PDC Council was undertaken initially by Head Start and school district administrative staff in the late summer of 1974; when the PDC Coordinator was hired in September, he contacted additional school and community personnel to interest them in joining the Council. Parents who had previously been active in Head Start were also invited, by either the PDC Coordinator or the Parent Coordinator, to join the Council. The PDC Council held its first formal meeting on November 11, 1974.

The relationship of the PDC Council to existing bodies received considerable discussion during preparation of the original proposal in March 1974, and was further defined the following autumn. These discussions included city officials, local agencies, parents and those who contributed to writing the proposal. The PDC Council is now seen as directly answerable to the delegate agency, _______ County Head Start Parents, Inc., and through this group to the grantee, the city. Working relationships with the Head Start Policy Council and the pertinent center committees were agreed upon at the first PDC Council meeting with representatives of these groups present.

The OCD regional office has been assisting with planning year activities since work on the proposal began, and has helped to coordinate contacts with the State Department of Education. The national OCD office has provided overall assistance in explaining guidelines and scheduling conferences. Assistance from the technical assistance contractor has been generally helpful, according to the PDC Coordinator, but on occasion has been in conflict with other information from national OCD. Both the contractor and OCD have tended to communicate orally, and the PDC Coordinator would prefer to see firmer written guidelines for the contractor's role.

Planning Year Activities

This section of the case study summarizes the accomplishments of the project on planning activities during the planning year. For convenience, this description is organized into two parts by program component. Part 1 covers activities from the beginning of the project through the first site visit by the evaluation team, and part 2 covers activities from that date through the end of the school year. Where there is overlap in the planning tasks set forth in the program guidelines, a discussion of a particular activity will be under the component with which it seems to fit best. Additional information on these planning activities, with special reference to compliance with guidelines, can be found in the Monitoring Report.

Administration, through February 1975. Of the 12 planning tasks within this component, six had been completed by the week of the first evaluation visit, and the remaining six were scheduled to be completed. The PDC Council had been established, had been meeting regularly and appeared to represent a broad cross-section of the schools, Head Start and the community. The grantee and delegate agencies support PDC's position within the present administrative structure, and there had been a minimum of intergroup bickering over authority and domain. The elementary school PTA and the Head Start center committees had agreed to participate through their representatives on the PDC Council and various task forces. All PDC staff for the planning year had been hired by February 10, 1975; most were hired well before then. PDC staff share offices with Head Start and communication with elementary school and district staff is good. One of the first tasks addressed by the PDC Council after it began to meet last autumn was the formal establishment of goals, objectives and priorities for PDC at this site, and while these are not in themselves guarantees of success, they have provided a touchstone of agreement for the many parties involved. Timetables have been prepared (by computing backward from implementation dates) for tasks and sub-tasks within each component area, and most of the important decisions to be included in the operational year proposal were discussed and finalized by February 28, when each task force made its recommendations to the PDC Council.

At the time of the first evaluation visit, the school district's Director of Federal Projects had been consulted to organize a group meeting for PDC staff and representatives of other local agencies receiving state or federal funds. In addition, a workshop was to be held to share this information and orient these groups toward cooperative planning. There had also been meetings and discussions to outline future training for parents, teachers and administrators, but no clear plan to initiate such training had yet emerged. A deadline of May 30, 1975 had been set for these and the other incomplete administrative planning tasks.

Administration, March to June 1975. As mentioned, the administration planning tasks that dealt with the establishment of the basic program organization were completed during the first half of the planning year. The last half of the planning year was primarily devoted to the development of goals and philosophy and preparation of the 1975-76 proposal.

Due to the time and energy needed by many task force members to write and complete the PDC proposal, the task forces did not meet regularly as total committees during the second half of the year. Rather, individuals from the task forces met with the PDC Coordinator and others during "free" times.

To find other sources of funding for PDC, the Coordinator has contacted representatives of the OCD regional office and has begun to work with the Federal Project's Coordinator for the public schools to determine what federal funds are presently being used by the local school district. Title VII BL/BC workshops are open to PDC parents, teachers and administrators. Additional state and federal funds are also being sought for support services.

The responsibility for the implementation of a coordinated plan for parent involvement, comprehensive services, staff training, and social services primarily falls on the PDC Coordinator. In fact, the coordination of the various component areas has occurred mainly through the direct personal involvement of the Coordinator. During the last half of the year most planning activities were centralized around him and other PDC staff as they prepared the proposal, but the linking together of the various components seems to depend heavily on his personal role.

How to work with parents will be one of the key aspects of the August Orientation (August 18-30) for administrators and teachers. Local consultants will focus in on parent-teacher relationships, and the role of the parent in the school and in the home. Parents will be directly involved in other training sessions over the summer, focusing on decision- and policy-making skills. The Contracting Corporation of America and the Colorado Department of Education (Resource Department) will be conducting these parent training sessions.

The PDC proposal for funding for the 1975-76 operational year was submitted to OCD on April 1, 1975.

> In sum, the PDC Coordinator's personal role has been key to the administration component during the planning year. He has played a very active role in personally coordinating the various aspects of PDC work, culminating in the preparation of the proposal for 1975-76. Parent-related training is the only activity that has not been completed in this component area.

Education, through February 1975. Following the initial meetings of the PDC Council in November 1974, a Curriculum Task Force was set up, composed of teachers, parents, administrators, and district specialists, and held its first meeting on December 10, 1974. Members of this group began by reviewing and discussing PDC's basic principles, optional elements, and planning tasks. The district's Primary Curriculum Specialist and Bilingual Specialist were named co-chairpersons of the task force. On December 12, 1974 they met in turn with the Head Start Education Coordinator and PDC BL/BC Coordinator, to work out organizational procedures and timetables. This group met again on January 3, 1975 to prepare a rough draft of curriculum goals; these were discussed and revised in full task force meetings on January 7 and 8. Final endorsement of philosophy and goals was reached on January 28, 1975.

On February 19, members agreed to divide specific work on curriculum development into three subcommittees, addressing the cognitive, affective, and psychomotor domains. Each of these groups was to prepare lists of needed materials and desired basic skills for children at various grade levels. A core committee, comprising the chairperson of each subcommittee and the co-chairpersons of the full task force, was to pull the results together for formal presentation to the PDC Council during April 1975. Although details of the BL/BC curriculum had not yet been articulated, there was broad agreement on improving the individualization of the educational process, moving beyond simple language instruction, and evaluating and revising procedures during the operational years. Some pessimism had been expressed regarding a truly useful diagnostic system, for staff of both elementary schools have attempted (unsuccessfully) to adopt such systems in the past. Hopes were that a local and unique BL/BC "test" could be developed for diagnostic purposes, but at the time this remained only a hope.

Because of the emphasis on specialized team teaching and individual child progress based on the Individually Guided Educational Model (IGE) approach in the two prospective PDC elementary schools, PDC staff foresaw little difficulty in implementing the chosen curriculum. It was assumed that regular procedures would be followed in the hiring of additional classroom staff; observation of a variety of classrooms and grade levels by teachers had occurred already and was to continue throughout the project.

Education, March to June 1975. Parents, teachers and administrators have continued to discuss and elaborate the IGE instructional approach, focusing on child-centered, BL/BC educational issues. These discussions have been carried on through the three subcommittees of the Education Committee. Although parents, teachers and administrators have been involved in discussions, the subcommittees have been meeting irregularly during this last half of the planning year. As noted earlier, time pressures in the preparation of the 1975-76 program proposal were largely responsible for the irregular meeting schedule. However, regular communication, as required by PDC guidelines, was maintained through these committee meetings, training workshops and personal communications.

Work on the curriculum has been a primary focus during this period and the co-chairpersons of the Education Committee have continued in their roles. The plan that the committee has developed is to utilize an open classroom concept through the IGE approach. The entire curriculum guide is to be implemented at all PDC grade levels this coming fall.

By the second evaluation visit, the framework of the curriculum had been established, and a writing team made up of members of the Education Committee was preparing the curriculum guide to be used this coming fall. The writing team also planned to include experienced consultants to assist them with outlining educational methods and ideas. The writing team has listed the four key points for the curriculum as: behavioral objectives, suggested activities, suggested resources and evaluation/diagnostic processes.

Although the IGE was selected as the method for individualized instruction for children, no diagnostic or evaluative system had yet been defined for the PDC program. A BL/BC professor at San Diego State University has discussed diagnostic/evaluative systems with PDC personnel as a part of a series of three workshops he has presented to them throughout the planning year; this information was being considered, but no decision had yet been made.

> In sum, the IGE has been selected as the means of establishing individualized education in PDC classrooms. Parents, teachers and administrators have been involved in discussions about the curriculum and the instructional approach for PDC. The writing of the curriculum itself and the preparation of goals and philosophy statements for the 1975-76 proposal dominated the work of the Education Committee during the last half of the year.

Preservice and inservice training, through February 1975. There is no single task force devoted to planning for training *per se*; the responsibility for identifying training needs and arranging for delivery had been given to each of the task forces as appropriate. The regular meetings of the Curriculum Task Force in particular have sought to develop a coordinated training plan for teachers and parents. A needs questionnaire was distributed to teachers and parents during the week of February 24, requesting that they check off areas in which they would like workshops to be scheduled. A "Consultant Bank" had been formed by combining local resources known to either Head Start or school district staff; the resultant list summarized the location and field of expertise of 86 people who had previously provided some form of service. Some of these persons have already been involved in PDC planning; others will be contacted during the operational years of PDC. Their fields embrace all aspects of service that are conceivably helpful to the program, among them BL/BC education, handicapped, mental health, child abuse, organizational management, nutrition, linguistics and career development.

As mentioned earlier, three 3-day workshops had been conducted by a consultant from the San Diego Institute of Cultural Pluralism, focusing on helping teachers to understand Mexican-American culture. Additional workshops had been scheduled for May and later into the summer for the development of testing and assessment procedures. A potential problem with respect to such training sessions is the coordination of workshops held for PDC and those held for other programs in the district. Title VII BL/BC funds provide for teacher preservice and inservice, and while there is basic compatibility between Title VII and PDC, the teachers receiving training seemed confused as to which training workshops are for which program. Whether this confusion will lead to detrimental effects on either program remains to be seen; as of now, there exists sufficient overlap in goals and procedures for the workshops to be useful to all concerned.

Preservice and inservice training, March to June 1975. A lag occurred in PDC training activities during the time of proposal preparation and the end of the school year. However, other training activities were planned for the summer months. The training is designed to focus on individualized BL/BC education and to incorporate methodology and age-appropriate curriculum materials. It is to be provided for teachers and aides of both the Head Start program and the public school system. Throughout the summer (June-August), the PDC staff will be contacting individual families door-to-door to assess the training needs of the parents.

The consultant from San Diego Institute of Cultural Pluralism and PDC staff were to conduct training sessions during a three-week-long summer seminar/workshop (June 9-27) for teachers, aides and administrators. Parents were also going to be invited to attend.

In August there will be a 16-day workshop on the mainstreaming of handicapped children. PDC will be conducting an orientation workshop from August 18 to 30 for the Head Start and public school educational staff, administrators, parent involvement staff, parents and community members. The August orientation workshop will be organized by the PDC Coordinator and will be conducted by outside consultants.

A series of Title VII BL/BC training and observation sessions were conducted during March, April and May for teachers, parents, administrators and other interested PDC personnel. These sessions included information on various instructional issues, parent involvement and survey and assessment procedures.

> In sum, a training plan has been worked out and has been followed. It relies primarily on the San Diego Institute consultant and the BL/BC Coordinator. The required subjects have been covered, but the development of a diagnostic and evaluative mechanism has not been completed.

Developmental support services, through February 1975. Work toward the coordination of support services began on October 15, 1974, when a comparison of Head Start and elementary school services was undertaken. The school district's Director of Health Services, Guidance and Psychological Services, and Special Education met with PDC personnel and additional Head Start staff to consider health screening procedures, identification of learning disabilities, record-keeping, and therapy as provided by the two institutions. A similar meeting was held on October 22, 1974 with representatives of DHEW's regional office and the Colorado Department of Education. Upon review of the vast amount of information acquired, it was decided to split support services planning work into a number of task forces, rather than to create a single large task force that would be responsible for all aspects of the component area. This was suggested at the first meeting of the PDC Council, on November 11, and five task forces were designated: Psychological Services, Physically/Emotionally Handicapped, Medical/Dental, Nutrition, and Social Services. Each of these groups is responsible for needs assessment and service coordination within its own area.

The original plan for support services in PDC, as stated in the April 1974 proposal, called for 50% use of the current Head Start Social Coordinator. When the decision to sub-divide work on planning tasks into five committees was made, it became apparent that overseeing each group plus nine Head Start centers was much more than a full-time job. Therefore, a request was made for OCD to approve budgetary changes that would enable the hiring of a full-time Coordinator of Social Services for PDC. At length, this approval came, but the present Coordinator did not begin work until February 10, 1975. The task forces were well underway, and school district staff had helped greatly in minimizing duplication of work, but the Coordinator, as of February 28, was understandably still in the process of familiarizing himself with available community resources, current procedures and needs of the children involved.

With the assistance of the school district's Psychological Services Supervisor, arrangements had been made through the Special Education Director for the transfer of records from Head Start to the appropriate elementary schools. This required the signing of release forms by Head Start parents, which was scheduled to occur in May 1975 at a parent meeting with the elementary school principals, nurses and teachers. Outreach workers for PDC had been hired to establish direct contact with families in identifying service needs; this procedure had been adopted from Head Start. Families will thus be able to initiate requests for service either through outreach workers, Head Start, elementary school teachers or school district staff.

By February the two outreach workers had personally visited many of the community agencies identified as potentially helpful to PDC and had worked with the Coordinator of Social Services to establish a referral system. The current plan was for all requests for service referrals to be channelled through the Coordinator's office during PDC's operational years, but some staff were skeptical as to whether this was possible without further complicating the mechanism of service delivery. Agencies which had agreed to cooperate with PDC for support services included a center for child study (for reading difficulties, language, learning disability diagnoses and remediation), the city's Nutrition Council, the City-County Health Department, the State Hospital and a mental health center.

Developmental support services, March to June 1975. The PDC Social Services Coordinator was terminated after a couple of weeks of employment. The Developmental Support Services Task Force members and PDC Policy Council members have begun to screen applicants for the position. Once the applicants are screened, the PDC Coordinator will make the final selection, pending approval by the Head Start Policy Council.

The Head Start children participating in the PDC program have already been identified and, as mentioned, the outreach workers will be making contacts with homes to assess the needs of the children. The needs which have already been identified are:

- nutritional training for families;
- dental care;
- eye care;
- psychological services for parents regarding behavioral problems which affect their child's learning.

Representatives from community agencies have been contacted personally and have been asked to sit in on the meetings of the PDC Task Force for Support Services. This procedure will help avoid duplication of services to families and children and help ascertain what the needs of PDC children are in order to help provide and/or coordinate services.

The two outreach workers will play key roles in referring families to appropriate community agencies for services next year. PDC will rely on their frequent contacts with individual families as the "system" to direct services and referrals.

A $70,000 grant has been requested from the city to provide for additional staff to work with children who have learning disabilities. Also, there will be an attempt to obtain federal revenue-sharing funds to be earmarked for support services.

Some record transfers from Head Start to the public school system have taken place, and there are plans to further organize the record-transfer and record-keeping process during the next few months.

Beginning-of-the-year health screenings, such as normally done in the school system, will be continued through the PDC program. By Colorado state law, physical examinations cannot be required, but screenings are permissible. A child's Head Start health records will be added to records from the school system, which will be updated annually.

> In sum, the various requirements for support services are being addressed. The question marks in the component are the hiring of a new Coordinator for Support Services and the establishment of the record-sharing and transfer system.

Parent involvement, through February 1975. The parent members of the PDC Council include the PTA presidents from both elementary schools and an additional parent from each school; several other parents belong to one or more task forces. Since the PDC Parent Involvement Coordinator is also the Head Start Parent Coordinator, she has been able to utilize existing communication channels to promote parent participation. In addition, a monthly PDC newsletter is being published, and a parent's pamphlet describing PDC (prepared in English and Spanish versions) has been disseminated.

Parent input into curriculum decision-making was increasing gradually under the impact of PDC; each elementary school already had a pre-existing Improvement of Instruction Council (IIC) which now had been opened to include interested parents as members. All PDC staff and parents interviewed felt that parent contributions to planning year activities had been vital and vocal, but there was general agreement that the number of parents involved was still too small. Parents had not been delegated any specifically limited responsibilities; they were seen as equal members of the task forces and the PDC Council. Minutes had been exchanged between Head Start center committees and elementary school PTA groups, and members of these groups had attended each other's regular meetings. Thus, by February, there had been adequate communication between and involvement of those parents who had been active in Head Start or school before the advent of PDC, but there was little additional recruitment of parents who had not participated in any way before this time.

Principal A is the Chairperson of the Parent Involvement Task Force and he facilitates parent-teacher contacts through reports at regular staff meetings. By February, the needs assessment questionnaire developed for teacher inservice had also been distributed to parents to assist in planning for parent classroom roles. The teachers and administrators interviewed viewed parents' roles in the classroom as aides or occasional volunteers; precisely what makes a classroom role "meaningful" did not seem to have been agreed upon. Parents with specific skills had been invited to the schools in the past to share experiences and/or conduct activities; Principal A hoped to extend this practice more fully under PDC. A systematic training plan for parents was to be integrated with other preservice and inservice, once results of the questionnaire were compiled. The outreach workers and community representatives were seen as key people in eliciting more complete parent involvement in all aspects of PDC.

Parent involvement, March to June 1975. Parents have continued to serve on the PDC Council as well as on the various task force committees, and have been involved in the decision-making processes as well as having input on assessment of parent needs. Parents on all of the task forces were involved in writing the 1975-76 PDC proposal, each having assignments. They assisted with job descriptions, salaries, child care assistants, nutrition aides, and the screening and selection of parent community representatives.

The PDC Parent Coordinator is the key liaison person for parent involvement between the Head Start program, the public schools, and PDC. She has served with Head Start for nine years as a parent volunteer, teacher aide, teacher, head teacher, and parent coordinator.

Parents from both the PTO and the PTA serve on the PDC Parent Involvement Task Force. There will be a continuation of the parent activities, parent planning meetings, and newsletters (which will be distributed to, among others, the PTO and PTA officers as well as to community representatives).

Parents will be involved in training this summer by attending the June seminar (June 9-30) and the August Orientation (August 18-30). Even though there has been an effort to clarify parents' roles in the program, there still exists some lack of clarity as to what role parents may play in the elementary schools when PDC classes begin in the fall.

As mentioned earlier, a questionnaire form was sent to the parents in English and Spanish asking them to list their needs and interests and about 50% of the parents had returned the form at the time of the second site visit.

> In sum, parents have been involved in planning for PDC as members of the task force committees and the PDC Council. Needs have been assessed, coordination with other groups has been set up, and training has begun. But one of the largest issues surrounding parent involvement is still unresolved, and that is the role of the parents in the classroom.

Services for handicapped children through February 1975. The required survey to determine the number and needs of handicapped children was initiated by means of a Head Start list of professionally diagnosed physically/emotionally handicapped children. Officials of the State Department of Education's special services division were also consulted regarding definitions of physical handicaps. A survey of elementary school students identified 19 children who had either physical or emotional handicaps in grades K to 3.

Many community resources, e.g., the American Red Cross, the Civil Rights Commission, a local Health Center, and the March of Dimes, had been contacted, and their services were being cross-referenced in published lists. School district specialists and the Head Start Support Services Coordinator had been chosen to attend several national workshops and were to present a report to the PDC Council. Services provided by local or state agencies were to be paid for in some instances on a sliding fee scale, or through other federal funds; several agencies had agreed to donate services. The record-sharing system for Head Start and elementary schools will enable continuous support.

The current curriculum practice at the two elementary schools mainstreams handicapped children to a great degree and during the PDC operational years, additional, individualized educational services with more fully trained staff should be available. Due to the "open space" design of both schools, few physical changes are foreseen. By February, school district staff were recruiting and interviewing applicants as special education teachers. Head Start teachers were to participate in training sessions for the district's regular teachers which were scheduled for April and May 1975. All planning tasks within this component had been completed or were being addressed by the first site visit.

Services for handicapped children, March to June 1975. The handicapped children entering PDC have been identified and they will constitute from 8 to 15% of the total number of children to be served by PDC. Past services usually rendered to handicapped children will still be provided (such as psychological testing) with additional services from the Title I and PDC programs. The exact kinds of additional services will be known after screenings have been made. Staffings are scheduled to occur before school begins, and referrals will begin in August 1975.

All community agencies have been contacted, and agency representatives who can provide handicapped children with services are serving on the task forces. Although arrangements have been made with community agencies to provide services for PDC, a complete definition of how referrals will be made is still lacking. After the children's needs have been identified, agencies will be contacted and specific services will be requested. The PDC staff plan to follow-up the services provided by the agencies.

As mentioned earlier, a $70,000 proposal to hire a learning disabilities team to work with 4- and 5-year-olds at the elementary schools was written and submitted to the city, with the hope of obtaining funds from Washington. June 1, 1975 was the date for funding notification.

The school district will increase its total staff in order to be available to the entire district, including the PDC schools. The district already has specialists in visually handicapped, auditorally handicapped, learning disabilities, limited intellectual functioning, physical therapy, and psychological services. The PDC health component will be coordinated with the school district Psychological Services Department and the Special Education Department. This coordination will be carefully handled by the PDC Coordinator, a school psychologist, and the Chairperson of the PDC Advisory Council. There will be weekly staff meetings at both PDC schools to share information. The PDC Coordinator will have the final responsibility for the continuous service system.

During the 16-day training period in August, consultants will concentrate on individualization methods for handicapped children. This training will deal with mainstreaming and will be conducted by a specialist who has 15 years of experience in this area and another specialist from the University of Colorado will conduct sessions on the learning disabilities of 4- to 6-year-olds. Other school district specialists will also be involved in the sessions.

In sum, handicapped children will have individualized instructional plans in September which will be developed by the PDC staff in conjunction with consultants. Their goal is to completely prevent handicapped children from being isolated from regular classroom activities, and to provide them with opportunities to work individually with teachers and consultants. No physical changes are needed in the school plant since the schools were designed with handicapped children in mind. However, additional materials may be needed after screenings and assessment of children's needs have taken place.

Services for bilingual/bicultural children, through February 1975. Development of a BL/BC educational curriculum for PDC has been a parallel effort with the school district's BL/BC Title VII program. The district's Bilingual Education Director has met several times per month with PDC staff members to chart the interrelationship of PDC with the bilingual program in 13 kindergartens. By February, workshops and other inservice for elementary school teachers were being jointly scheduled to enable the participation of Head Start teachers. Philosophy and goals for bilingual education at this site had been agreed upon and documented, and a skill list for behavioral objectives in the cognitive, affective, and psychomotor domains was being generated by the Curriculum Task Force. The open concept and IGE approaches that are now implemented at the two elementary schools were expected to blend well with the PDC philosophy, goals, and objectives.

With the assistance of the Head Start Education Director, PDC personnel had made very good progress in identifying curriculum resources. Consultants who had been involved to this point included representatives from Southern Colorado State College (SCSC), San Diego State University, the Education Commission of the States, and from New Mexico. OCD regional officials and the technical assistance staff had also been consulted. SCSC is one of the few colleges in the country offering a full major in BL/BC education and its 1974-75 graduates were to be recruited as PDC teachers. PDC staff had attended the Colorado BL/BC Conference at Adams State College in November 1974 and another conference titled "Toward Quality Education for Mexican-Americans in Colorado," which was held at SCSC in October. The San Diego State University consultant had proposed a plan for training, language testing, and evaluation, which was integrated with the workshop schedule begun in August 1974. Parents had been asked to suggest and conduct culturally relevant classroom activities, and a day care/babysitting area was to be created in each school to facilitate the participation of parents with very young children. About 10 to 12 parents had been firmly identified to work in classrooms next year and it was hoped that many more could be found.

Services for bilingual/bicultural children, March to June 1975. The PDC Coordinator, the school district's Elementary Director, the Head Start Director, and a school district teacher went to Washington D.C. during the second half of the planning year to confer with Dr.

Ernest Bernal in order to review and select a model approach to BL/BC education. A consensus was reached to select the Child-Centered Model because it was complementary to the already established IGE curriculum that was being implemented in the identified PDC schools.

In April, staff from the Head Start program, school district and PDC worked jointly again to establish a philosophy amenable to BL/BC education. The IGE curriculum was studied by the district administration, the PDC Advisory Council, Head Start and PDC staff, and the teachers, and then modified to allow for the effective implementation of a BL/BC program.

A cadre of administrators, staff members, and parents involved in the PDC program have attended conferences, workshops, and dissemination centers in New York City; Edinburg, Texas; Austin, Texas; Tucson, Arizona; and throughout Colorado and New Mexico. As a result, BL/BC resources, including consultants and materials have been identified. Further, one of the goals of the June Seminar/Workshop (June 9-27), besides providing training in individualized instruction and teaching strategies, is to identify relevant BL/BC materials. In addition to utilizing the training services of the specialists and other staff from the Institute for Cultural Pluralism at San Diego State University, the PDC program has utilized or will be utilizing the services of the Regional General Assistance Center (GAC), Southern Colorado State College, the University of Northern Colorado, the Colorado Department of Education (CDE), the Education Commission of the States (ECS), and local community resources.

Approximately 35 to 50 parents have been identified as resource persons for the PDC program. Broadly speaking, these parents can be of great assistance to the program by providing relevant information about their children which may help the educational staff, and by sharing aspects of their rich cultural heritage.

In September 1974, the San Diego State specialist and staff tested 600 kindergarten children with the Gloria-David test, an oral language proficiency and acquisition test. The result showed that 5% of the children tested had dominance of the Spanish language. In order to further assess the needs of the children, there will be ongoing parent-teacher conferences; a language dominance test will be administered at the beginning and end of the school years; and teacher observations will occur regularly to identify specific problems of children (e.g., pronunciation in English and Spanish). The remaining needs are to identify self-concept inventories, assess language and cultural modes, measure children's growth and development (reading comprehension, vocabulary), work in homes to help enhance the home culture and have children become more aware and appreciative of their own culture and native language.

Because PDC is implementing a child-centered approach, Spanish will not be taught, per se, through a rote-learning process. Instead, the children will learn Spanish words and phrases (and conversation where appropriate) through an ongoing informal approach with the bilingual teachers and aides. An immediate goal is to have the child develop a good feeling about Spanish, and to value and appreciate it as a language.

The PDC BL/BC curriculum proposes to: build upon each child's competencies, retrieve the child's home language, recognize the child's home environment, provide the child with alternatives (e.g., choice of words - Colorado or rojo for red), build on a child's own experiences, respect the child's language (e.g., child's slang will be honored) and home culture (e.g., if child eats chile at home, the program will reinforce that cultural aspect in the classroom and in the school cafeteria).

Some BL/BC curriculum materials will be:

- audio-visual materials related to the local cultural milieu
- cultural stories on tape
- cultural puppets for role playing and language development
- inclusion of basic concepts in Spanish; e.g., grande/pequeño (big/small).

In sum, BL/BC dimensions have permeated planning for Colorado's PDC curriculum. Training has been ongoing and steady, new ideas have germinated and have been explored, and assessments have been carried out. A curriculum and an instructional system are being developed that will be integrally bilingual/bicultural.

E. Analysis of the Planning Process

Many factors have contributed to the overall success of planning activities to date in the Colorado PDC program. Perhaps most important among these is that there already exists a significant degree of developmental continuity between the Head Start centers and the elementary schools, which are housed in the same buildings. Team teaching and open concept education are accepted practices. Teachers have the support of principals and school district administrators in using an innovative educational approach which focuses on individualized instruction. Both schools have participated in Teacher Corps training programs, so many teachers are accustomed to training aides in the classroom and welcome the opportunity to have additional classroom staff. Teachers seem to enjoy inservice and are eager to involve themselves in the design and presentation of workshops. Head Start and the public school system have sometimes pooled resources in the past and look forward to more complete cooperation in the future. PDC staff are highly qualified for their positions and most are thoroughly familiar with the local community, which, given its size, offers a surprising number of service agencies and institutions, both public and private.

PDC has received wide publicity locally; in addition to the use of newsletters and other mailings, PDC has been featured on a half-hour television program produced by an educational television station, has been described in Colorado's Education Daily, and has been the subject of two articles in the local newspaper. As a result of the local publicity, a permanent news reporter has been assigned for regular coverage. Community residents strongly support the work of Head Start, and see PDC as a chance to broaden its impact.

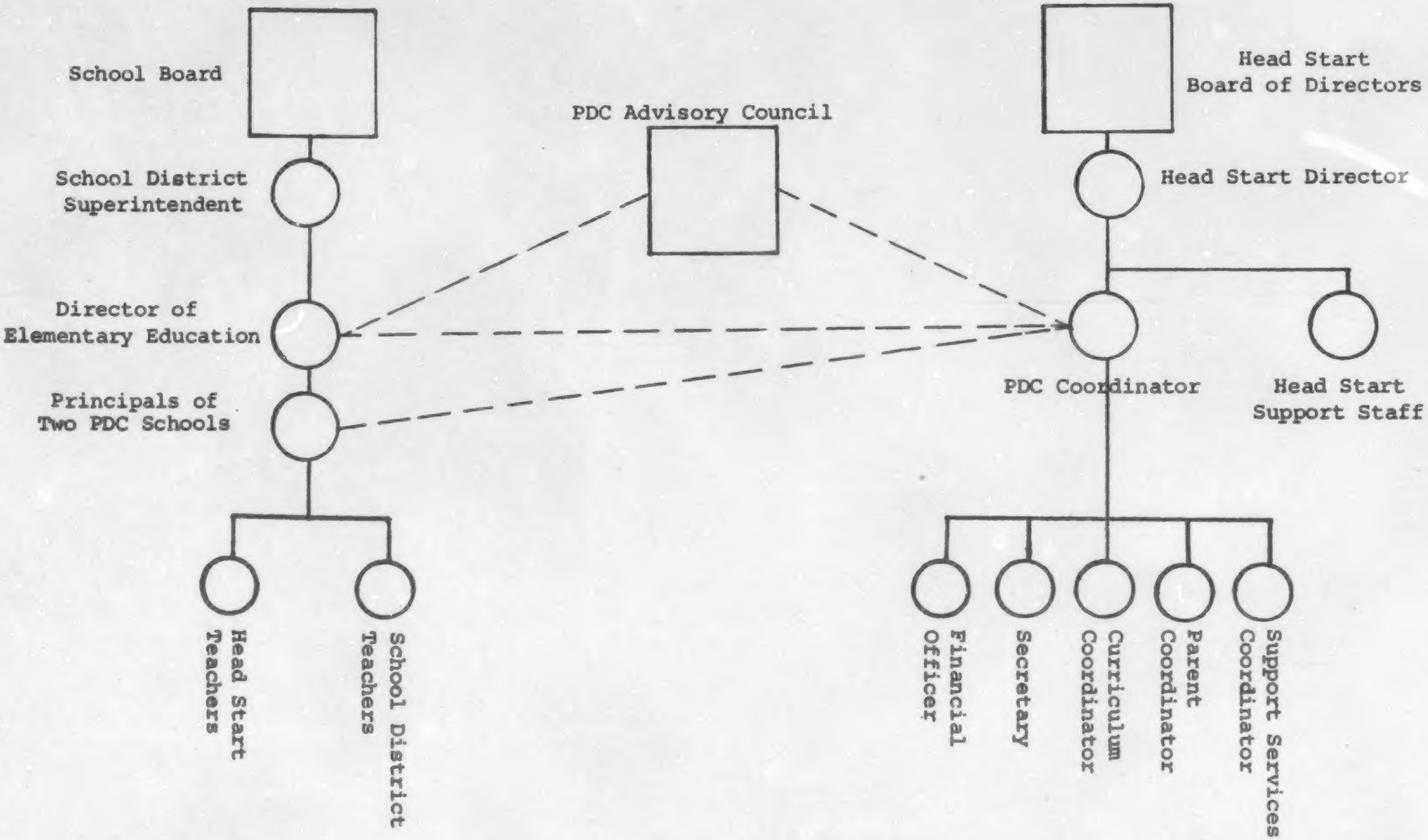
The analysis and interpretation of this program is presented in the sections that follow in terms of description of roles of the planning personnel, planning accomplishments and completion of planning activities, an overview and interpretation of salient features of the program as it stands at the end of the planning year and a description of the de facto definition of the PDC program. The formal structure of the PDC program at the Colorado site is presented in Figure 1.

Description of Roles

Planning for the Colorado PDC program has been carried out by professional staff from PDC itself, from the school system, and from Head Start. Their roles and activities can be delineated as follows:

Figure 1

Formal Structure of the PDC Program in Colorado


School Board
PDC Advisory Council
Head Start Board of Directors
School District Superintendent
Head Start Director
Director of Elementary Education
Principals of Two PDC Schools
PDC Coordinator
Head Start Support Staff
Head Start Teachers
School District Teachers
Financial Officer
Secretary
Curriculum Coordinator
Parent Coordinator
Support Services Coordinator

- PDC Coordinator. The PDC Coordinator has perceived his role as one of coordination and communication rather than individual control and direction. He has established good working relationships with all the people involved in the project by bringing them together to pool information in order to make decisions. He has good cooperation from the planning personnel and has emphasized cohesiveness, particularly within the PDC staff. He is from the local area, knows the town and the people well, and is bilingual. He has contacts in various institutions and can easily initiate the contacts that are necessary for PDC planning.

- Head Start Director. The Head Start Director was the first to learn about a possible PDC program (in the spring of 1974). He participated in the preparation of the initial proposal and throughout the planning year he has played a central role in the program. He oversees all program planning and assumes responsibility for program success, and he is a member of the PDC Council. He has maintained strong cooperative working contacts with the school system throughout the year and is interested in spreading the concepts of individualized education, parent involvement and support services as presented in PDC. He is a long-term resident of the city, he knows the community, and he has many contacts throughout the community.

- Elementary School Principal A. Principal A has been cooperative and supportive of the establishment of the PDC program in his school. He has worked closely with the PDC Coordinator and the Head Start Director in discussing PDC policy and in coordinating the necessary arrangements for his school and he is a member of the PDC Council. He has strongly supported parent participation and has helped establish a strong parent involvement program at his school.

- Elementary School Principal B. Principal B is a member of the PDC Council and she has been directly involved in all phases of PDC planning.

- Elementary school and Head Start teachers. Both elementary school teachers and Head Start teachers have made efforts to understand the teaching methods and approaches of others. Some members of each group have served together, particularly on the education and training committees. They have reviewed recommendations for educational changes next year, as well as potential materials, and have participated in the decisions on the instructional approach and curriculum materials. Most teachers designated for PDC classes next year also participated in the training workshops on evaluation of child progress.

- Elementary school and Head Start parents. A small group of parents served throughout the year as members of the PDC Council and on the various planning committees. Their largest input has been in the preparation of the proposal for the 1975-76 year. They did not actually write the proposal, but the Parent Involvement Coordinator elicited their comments and recommendations, which were conveyed to the PDC Coordinator for incorporation into it.

- BL/BC Coordinator for the school district. The BL/BC Coordinator has played a central role in the work of the BL/BC Committee. Her participation became particularly crucial after the resignation of the PDC Coordinator for BL/BC Education. She has provided the committee with information, resources, and recommendations, and she has made contacts for the committee with other knowledgeable people.

- PDC Parent Involvement Coordinator. The Parent Involvement Coordinator came to the PDC program after working in Head Start and thus has many contacts with parents in the local community. But she has few contacts among school personnel and has relied on the contacts that other PDC staff people have. Her role on the Parent Involvement Committee has been one of support and cooperation rather than direction. She has worked closely with the outreach workers and has coordinated her work with them. As a result, her work has overlapped somewhat with that of support services, and that has perhaps come about partly because the PDC program has not had a Support Services Coordinator for most of the year.

- PDC Council Chairperson. The Chairperson is the school district's psychologist with emphasis on special education. During the early part of the planning year, her functions included chairing the PDC Council meetings. During the latter part of the year, at the time the proposal was being prepared, no full-scale meetings of the PDC Council were held. But the chairperson continued to participate in proposal decisions through the informal meetings of the executive group of the Council. She has used her position with the school district to provide contacts and information for the PDC program. She has also spent considerable time with the PDC Coordinator in coordinating the work of the various component committees.

- Special consultants: A and B. Consultant A and some of his staff members have participated in PDC planning activities throughout the 1974-75 year. He gave a number of teacher training sessions on child evaluation, and he and his staff tested 600 children. Consultant B is from the city and is a professor at the local state college. Her work has been in the areas of early childhood and BL/BC education. She has given a number of teacher workshops on instructional methodology. She is a member of the Education Committee and is serving as the Chairperson for the Cognitive Subcommittee.

Planning Accomplishments by Component

The planning process for the Colorado PDC program has been active throughout the planning year. At the time of the first evaluation visit in February, 19 planning tasks had been completed, and at the time of the second evaluation visit in May, a total of 37 tasks had been completed. Table 1 gives a component-by-component breakdown of planning task completions. All tasks had been addressed by May.

Administration. Work on the administration component is almost complete, with 10 of the 12 planning tasks finished. The two remaining tasks deal with training professional staff to work with parents and training parents in policy- and decision-making skills. All of the tasks have been completed that deal with hiring staff, setting up the PDC Council and committees, preparing next year's proposal and providing for needed changes in physical space. The program organization has been completely set up, but training remains to be accomplished.

Bilingual/bicultural education. Planning for BL/BC education is also nearing completion. Planning is complete on the curriculum, choice of curriculum materials, identification of relevant community resources, identification and hiring of BL/BC staff and plans for classroom implementation of BL/BC education. No assessment of the particular needs of bilingual children has been made nor has training been scheduled for staff sensitivity to children's needs and for methods to evaluate progress.

Support services. In support services, most of the tasks were still in progress. Two tasks that had been completed dealt with making an assessment of the existing community resources and making contacts with the various service agencies, including making preliminary arrangements to use their resources. But the needs of the children had not been assessed, formal record-sharing had not yet been set up between school and Head Start, and additional sources of funds had not yet been identified.

Other component areas. In education, training, parent involvement and services for the handicapped, approximately half of the tasks had been completed and the other half were in progress. Most of the completed tasks in these component areas dealt with communication, coordination and making needs assessments. The important activities that remain to be done include training, deciding on the role of parents in the program and in the classroom, and deciding on evaluative mechanisms for the progress of children.

Table 1

Degree of Completion of Planning Tasks by Component

Component	Number of Planning Tasks	Complete	In Progress	Not Begun
Education	5	3	2	0
Training	5	3	2	0
Support Services	7	2	5	0
Parent Involvement	6	3	3	0
Administration	12	10	2	0
Handicapped Services	8	4	4	0
Bilingual/ Bicultural	7	5	2	0
BL/BC Demonstration Project Tasks	8	7	1	0
COMPLETION TOTAL	58	37	21	0

Planning Accomplishments by Type of Activity

Table 2 gives a review of the completion of planning tasks based on the type of activity. All planning tasks were analyzed for the activity required and were placed in four major categories: coordination, review and assessment, administrative decisions, and program decisions.

Coordination. Included as coordination were all activities that involved developing timetables and schedules, arranging for intergroup communication, and defining relationships among people and/or groups. Almost all of these activities have been completed (15 out of 18). The three not completed involve coordinating the sharing of health and other records between the schools and Head Start, the coordination of methods for mainstreaming handicapped children, and the coordination of referrals to community agencies. The fact that most of these activities have been completed suggests that a great deal of attention has been given to coordination.

Review and assessment. Review and assessment requirements included review of existing programs, review of program alternatives, surveys of resource people and services and assessment of needs or interests. Seven of ten review and assessment tasks have been completed, and the other three are in progress. The three incomplete tasks are those of assessing the nutritional, medical, dental health and social services needs of the children, assessing parent needs for and interest in special adult programs, and assessing BL/BC needs of the children. The completed assessment tasks have to do with the assessment of the resources of community agencies and of the school and Head Start. The fact that the assessments of the needs and interests of the target population itself have not been done raises questions about whether the planning activities are in fact being designed to be applicable to the recipient group.

Administrative decisions. Of the 13 administrative decisions, nine have been completed. These decisions include hiring personnel, deciding on space and physical plant issues, budgetary issues and initiating specific program activities. The four administrative decisions that have not been completed deal with the support services and handicapped services components. They include hiring additional personnel, locating other funds and making the program and space adjustments that are necessary to mainstream handicapped children.

Program decisions. Program decisions have proven to be the most difficult planning tasks. Included here are definitions of program goals, definitions of needed program materials, definitions of training content, and definitions of program plans for instruction and support services. The lowest number of completed tasks is recorded here, along with the highest number of in-process

Table 2

Degree of Completion of Planning Tasks by Type of Activity

Activity	Complete	In Progress	Not Begun	ACTIVITY TOTAL
Coordination	15	3	0	18
Review and Assessment	7	3	0	10
Administrative Decisions	9	4	0	13
Program Decisions	6	11	0	17
COMPLETION TOTAL	37	21	0	58

tasks (11). The decisions concerning which curriculum to use, how to train administrators, teachers and parents, and how to deal with special needs of children had not been defined. Program definitions that have been made are very general ones, including the statement of overall goals and philosophy.

Summary. In sum, the PDC planning for the Colorado site was largely complete by the end of the school year. All required tasks had been addressed, almost two-thirds had been completed, and the rest are in progress.

Program Interpretation

At the end of the planning year, the Colorado PDC program was preparing for implementation in the fall. The PDC planning personnel were well organized, and many of the instructional and noninstitutional services had been planned. This section gives an overview of the program and an interpretation of factors that have been both positive and negative influences during the planning year.

- Cross-institutional cooperation between administrators. The PDC Coordinator cooperated closely throughout the year with the Head Start Director and with Principal A. The three have shared in the desire to establish the PDC program and each has contributed personal and institutional support for the purpose.

- Support from the administrators of the school district and from the School Board. The Superintendent of Schools and administrative support staff have supported the PDC concept and program and through them the School Board has also supported the program. This support has given the two PDC principals the institutional support that they need to commit resources and to proceed with program development.

- Experience and knowledge of the PDC staff. The PDC Coordinator and the two component coordinators are from the area, and know the community and its people. All have worked professionally in the city with other programs and have established contacts with agencies that are necessary to successfully implement a program such as PDC. The PDC Coordonator is respected and is capable of initiating and organizing the program and of gaining the cooperation of all concerned.

- History of respect for Head Start in the community. The Head Start program has the respect of the community and of educators and is viewed as both a sound educational program and an active community program. Since PDC borrows a great deal from Head Start, it profits from the good standing that Head Start enjoys at this site.

- End-of-year timing. Planning activities were practically at a standstill during the last third to half of the planning year because of time pressures. Preparation of the proposal consumed most of February and March. The PDC staff geared up to prepare the proposal and to consult with the various people who might have ideas to go into the proposal. In April and May, end-of-the-year activities began for the teachers in the school and they had little time to spend on planning. The PDC evaluation visit and the national PDC conference in Savannah took another two weeks of staff time. Because of these time constraints, the PDC Council and the component area committees did not meet regularly after February. Instead, the PDC Council held informal meetings, as did the component area committees. Many of the end-of-the-year activities that needed attention were yet to be finished at the end of May.

- Positive attitudes toward the PDC program among the planning personnel. The planning personnel shared a great deal of internal cohesiveness, and they reflected this cohesiveness in a uniformly positive evaluation of planning for the PDC program. No doubt their optimism is and has been an important factor in maintaining an "esprit de corps" and work satisfaction among all the planning staff. On the other hand, such attitudes might interfere with the staff's ability to critically review their program and evaluate its strengths and weaknesses.

The De Facto Definition of PDC

The PDC program in Colorado is a cooperative venture in educational change that is supported by the Head Start program and by the school system. The change focus is on developing a child-centered curriculum for early elementary education. Planning for these changes is being accomplished by professional educators and is centralized through the PDC staff office with participation from parents and community representatives. The planning year priorities can be rank-ordered as follows:

1. Organization of the PDC program and staff;
2. Changes in curriculum and instructional approach and staff training;
3. Provision of developmental support services and services to handicapped children;
4. Securing community and parent participation in decision- and policy-making.

These priorities and their order of importance suggest that, at the end of the planning year, the Colorado PDC program is primarily an educational program and secondarily includes service and community involvement issues. This focus might reflect the particular pressures of the planning year and might, in fact, alter during the implementation year. Within education, the program has emphasized the development of curriculum materials that respond to the needs of the child; Colorado is developing an educational model that deals with the total child, and program staff have defined all of the necessary elements to do so.

PROJECT DEVELOPMENTAL CONTINUITY
PROGRAM CASE STUDY

Connecticut

July 1975

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A. Introduction

There is consensus among PDC staff, school administrators and others who have been involved with planning for Developmental Continuity that the program will be beneficial to the children of this Connecticut community and to the community as a whole. They are excited and enthusiastic about being given the opportunity to create change in their educational system. They feel that there are many discontinuities for the children in the school system and that a program which provides for the involvement of parents in the educational process, a coordinated educational approach and more support services for both parents and children will decrease these discontinuities.

Before reviewing the existing educational setting and describing the Connecticut site's progress in planning for Developmental Continuity, it is important to understand the context in which these activities are occurring. This introduction describes the community where the program is located and the events that led to the establishment of a PDC demonstration site.

The Community

The Connecticut site is a growing and diversified research development and industrial center. A residential suburb as well as a shopping community, it is located in one of the highest per capita income areas of the United States. First settled in 1640, it is Connecticut's seventh largest city with a population of 83,685 people of which approximately 84% are White, 12% Black and 4% Hispanic. It houses over 200 manufacturing firms, with over 17,000 employees. The major companies include research and development operations, various corporations (analytic instruments and electronic-optical systems, electrical connectors and devices, electrical signaling devices), an engineering company which manufactures pumps and pumping equipment and a major bread and bread products corporation.

The city is only one hour from New York City by train or car, is on the main line of Penn Central Railroad, and is served by interstate and local bus lines. It has an excellent school system with 16 elementary schools, five middle schools and two high schools. There are three parochial schools, a Catholic high school, and three private schools within the community. A community college and state technical college are also located there. The city is governed by a mayor and a 15-member City Council and two major urban renewal projects have recently been completed which include shopping plazas, senior citizen housing, moderate-income cooperative apartments, and commercial buidings. Another new project is underway which will replace substandard housing with low- and moderate-income housing units. The city also has 13 motels, a daily newspaper, two radio stations and a hospital with clinic facilities.

The three prospective PDC schools (A, B, and C) serve a composite population drawn from throughout the community since the school system has made great strides in school desegregation. In School A, the major portion of the K-5 student body comes from a large geographical area surrounding the school. A fraction of the children attending special programs housed at this school are from other school districts and adjacent suburban towns. Housing in the neighborhood includes a trailer park, a large moderate- to low-income federal housing complex, family-owned homes, rental homes and many apartment complexes. Many of the families are close to small shopping centers but not to community agencies. Some are in proximity to all facilities of the city proper, and others, though near satellite health facilities, must travel some distance to reach other resources. Approximately 80-85% of the heads of families with children in School A are employed. The occupations of the parents reflect the heterogeneity of the school population: some are in professional, executive, and managerial positions; some are skilled blue collar workers; others hold unskilled or semi-skilled positions; and some are unemployed. The average number of children in a family is two and there is a small percentage (5-7%) of one-parent families in this area.

The majority of families whose children attend School B are either Hispanic or Black and they live in housing projects and two-family homes. A large shopping center is easily accessible and within walking distance for most residents. The city makes an effort to serve low-income families and many community agencies are located in this neighborhood. About 35% of the heads of families are employed and about 65% are on welfare; those who are employed are primarily factory workers. The average number of children per family is three or four and 50% or more are one-parent families.

With the closing of another elementary school, School C now serves a sizable number of first-generation Hispanic, Greek, and Italian families. These families have strong ties to their own churches and ethnic organizations. About 1% of the people in this neighborhood are foreign families who are affiliated with the city's hospital and who will be living in this area for a limited time. Another 20% of the families are Black, many with strong ties to relatives in the South. About 91% of the heads of families are employed, including a significant number of working mothers (30%), and 8% are on welfare. Most of those employed are construction, factory and office workers, or domestics. The average number of children in the families is 2.5 and about 17% are one-parent families. School C is located in an inner-city neighborhood; housing is predominantly rental with some small homes scattered throughout the area.

Community attitudes towards federally funded programs are mixed. From past experience in such programs, teachers are hesitant to become involved in new ones. This attitude stems from the fact that although the teachers were never included in the planning process for such programs, they had to implement the programs in their classrooms. On the other hand, administrators and parents are receptive to federally funded programs.

The Origins of Developmental Continuity

____Economic Opportunity Now, Inc. is the grantee for this Connecticut PDC program. _____Economic Opportunity Now, Inc. is also the grantee for the Head Start program. The delegate agency is the Board of Education.

The staff of the school district and the Board of Education first learned about Project Developmental Continuity on April 11, 1974, when the Head Start Director was contacted by regional OCD officials and was asked to submit a preliminary proposal. The Director then contacted the Assistant Superintendent of Instruction and a meeting was arranged for April 17 with the Head Start Director, a representative of the Head Start Policy Council, the Assistant Superintendent for Instruction, the Superintendent of Central Administration, and the Director of Planning and Research to discuss the project. Upon the recommendation of this group, the Board of Education approved the proposal submission. The PSL model was chosen because of the way the Head Start and elementary schools are set up in the community, i.e., all Head Start classes are held in two schools, School D and School E. Head Start children are dispersed to all elementary schools since the school system is busing for racial balance.

The Head Start Director wrote the funding proposal, but many people were involved in making the initial plan for it. Meetings were held on May 10 and 15, 1974 with a proposal development group consisting of the following people: Assistant Superintendent for Instruction, the Supervisor of Foreign Languages, the Principal of School B, the Head Start Director, the Head Start Adult Services Coordinator, the School B Special Education Assistant Supervisor, a School A teacher and a School B teacher. On May 13 and 14, a site visit team comprised of representatives from national/regional OCD, TA Contractor, and the State Department of Education met with Head Start and school district staff to discuss the Developmental Continuity project.

The first day the team visited the schools and on the second day parent groups from School B and Head Start hosted a luncheon to discuss their concerns, needs and goals for the school system. Officials from national/regional OCD visited Head Start classes, met with Head Start staff and then held a wrap-up meeting with the rest of the site team and staff members.

B. The Educational Setting

The Head Start Program

A new Head Start Director was hired on January 1, 1975 to replace the previous one who had been functioning as both Head Start Director and PDC Coordinator until that time. As noted previously, the Head Start programs are administered by ____Economic Opportunity Now, Inc. (the PDC grantee) and also the Board of Education (the delegate agency).

Of the two Head Start schools that will participate in the Developmental Continuity program, six Head Start classes are located at School D and two classes at School E. The School E class sessions are held from 8:30 a.m. to 1:00 p.m. and the School D class sessions meet from 9:15 a.m. to 1:45 p.m. At both schools, each of the classes has 20 children and is staffed by three adults: one teacher, one teacher assistant and a volunteer. There are six teachers at School D and two at School E. All but two of the teachers are certified and they have from two to eight years of teaching experience. Three of the teachers have B.A. degrees and three have M.A. degrees. The two teachers who are not certified have eight years of teaching experience and both have almost completed their A.A. certificates.

Put simply, the educational philosophy of the Head Start program is "flexibility." Educators focus on the total development of the child--socially, emotionally, educationally and physically. They believe that a child attains positive self-image through creative activities and freedom. Parent participation is another important aspect of the Head Start program and parents are encouraged to become actively involved in the total education of their children. The provision of comprehensive services (i.e., dental, psychological, medical and nutritional) is another important element of the educational approach.

However, there appears to be some discontinuity between the stated philosophy of the Head Start program and what actually occurs in the classroom. Creativity, freedom, and flexibility are voiced, but a large portion of the class day is composed of teacher-initiated, structured activities, including DISTAR, which is a structured academic program. For example, the Head Start daily routine begins with a greeting time and breakfast followed by a 15-minute free activity time, but a large portion of the day is divided into structured, teacher-initiated, small group and total group activity times. At the end of the day, there is a half-hour of make-up time for unfinished work or free activities and then 15 minutes of evaluation and discussion before the children go home.

The teaching teams share responsibilities in the classroom and plan together three times a week. Teachers sometimes trade classes and frequently discuss classroom problems with other teachers. Head Start provides staff time and extra funds for inservice training in the curriculum and in working with parents. This training includes providing teachers with opportunities to keep up with new trends and changes in early childhood education, to visit other programs, and to see different models. Inservice training for teacher assistants and parent volunteers takes place during the time set aside for teacher planning and is usually conducted by the teachers.

Parents in Head Start serve on that program's Policy Council, work on various Head Start committees and have input into the hiring of staff and other important decisions. They work as employed staff, serve as volunteers and substitutes in the classroom, take part in inservice training, go on field trips and help with recreational activities. Parents receive program information through newsletters, telephone calls, home visits, group meetings, individual conferences with teachers and parent group meetings.

Support services are provided by all the specialists at the Board of Education, i.e., speech and hearing, social services, special education, adult education, psychological, language arts health and medical. In addition, all the community agencies and resources available have been contacted and are used.

The Elementary Schools

There are three elementary schools involved in the Developmental Continuity project. School A has four kindergarten, three first grade, three second grade and three third grade classes. School B has 1-1/2 kindergarten, three first grade, 2-1/2 second grade and 2-1/2 third grade classes. School C houses three kindergarten, three first grade, three second grade and three third grade classrooms.

Across all three schools, teachers' experience ranges from 4 to 43 years, with a mean of approximately 15 years. There also appears to be a 1:25 teacher/pupil ratio across schools and a 1:40 ratio of other personnel (i.e., consultants and aides) to students.

According to the three elementary principals, the educational philosophy of the elementary schools is very similar to Head Start, but the implementation is different. As with Head Start, the primary focus is the development of social competency and helping the child develop a positive self-image--the total development of the child as an individual. The daily routine focuses on skill development and the use of commercial materials, educational games and teacher-made materials in individual, small and large group, teacher-directed activities. However, short periods of time are provided for child-directed activities, social time and free play.

The principals of the three schools pointed out that there is limited sharing of responsibilities among teachers. It is hoped that cooperative teaching efforts and mutual sharing will be expanded through the PDC project.

Parents participate in school activities in a variety of ways: through PTA, as volunteers in the classroom and on field trips, in craft and hobby groups and as paid classroom aides. One principal indicated that presently parents have no say about curriculum, but that they are moving in that direction.

In all three schools, health services are available to students. These health services include screening for physical growth, vision, hearing, tuberculosis, speech defects, immunization status and identifying special needs of handicapped children. All three schools obtain a complete medical and developmental history on each child upon entry into school. The schools also provide dental examinations and dental care for students if needed and two of the schools have an organized health education program for staff, parents and students. Only one of these three schools, however, has a nutrition program. All of the three schools have lunch programs which provide 1/3 of children's daily nutritional needs.

Each school has access to professional mental health personnel who are used on a consulting basis. The schools also utilize available community mental health resources. The schools provide families with information about available community services and how to use them and they refer families in need of counseling to community groups.

Some of the services for handicapped children are provided by the Learning Disabilities Center at each school; other services are provided by social workers, speech therapists and language development teachers. Also, two bilingual/bicultural programs have been implemented in each of the schools; one of the programs helps Spanish-speaking children to succeed in school and the second program teaches children to speak Spanish.

Across all three schools, the principals indicated that there is no formal system for supervising teachers. However, the teachers are informally supervised via an evaluation process which consists of visits by specialists, supervisors, principals and conferences with tenured and non-tenured teachers.

The Relationship Between Head Start and Elementary Schools

Although there is a Head Start Director, the Head Start Policy Committee (which is composed of parents) makes many administrative decisions, e.g., hiring, evaluating and terminating staff. Thus, parents have a strong influence on Head Start program directions. In contrast, the principals make all such administrative decisions for the elementary schools. Until recently, communication between Head Start and the elementary schools had been in the form of sharing medical and cumulative records and informal contacts. With the advent of Developmental Continuity, there have been joint meetings of Head Start and elementary teachers, special consultants and coordinators to discuss Head Start special services that should be continued in the elementary school. Arrangements have been made so that teachers who will receive Head Start children can observe the Head Start program and in turn Head Start teachers will observe in elementary school classrooms.

As mentioned earlier, the elementary school principals feel that the basic educational philosophies of Head Start and the elementary schools are similar. They believe the differences are in the approach to implementation of the educational program and in the fact that elementary schools do not provide continuity of support services or involve parents in the areas of curriculum and decision-making. However, the PDC Coordinator feels there are some basic differences in philosophy between the programs in the areas of curriculum, parent involvement, needs assessment for instructional purposes, support services and communication between the home and school. She feels that the PDC project is trying to assimilate these differences and to formulate a common philosophy stressing the positive aspects of each program. In line with this, she has seen the following changes occur in the elementary approach:

- more consideration for the development of the total child,
- an expanded awareness of the significance of "play" in education,
- more "informal" instructional techniques,
- a more open attitude toward parents and the role they should play in decision-making,
- more commitment to the mental health program.

There appears to be a vast difference in teacher training programs in Head Start and in the elementary schools. The training in Head Start is more frequent, more intense and is viewed more positively than in elementary schools. Training is built into the

Head Start program, money is budgeted for it and time is allotted for training sessions. This is not the case in the elementary schools, which provide lectures by outside consultants and occasional workshops. Head Start views training as ongoing and focuses on developing the skills of the staff to meet particular program needs. The approach in Head Start emphasizes the needs of the child as an individual; at the elementary level, training seems to stress curriculum. The elementary training is task-oriented and the teacher is expected to cover many curriculum areas. The other major difference in training is working with parents. Head Start provides a great deal of parental support training while the elementary schools provide no parent involvement training.

Thus the nature of parent involvement in Head Start and the elementary schools is very different. In Head Start, Parents are decision-makers through their involvement on the Policy Council. Parents also participate in parent education classes on curriculum and child development to help them become more aware of the total education of their child. Since Head Start emphasizes career development, parents, as they become employed as staff members, have more opportunities for personal advancement. Parents serve as volunteers in the classroom and are active members on Head Start committees. Another aspect of parent involvement in Head Start, which reflects the attitude of the program toward parents, is home involvement. Parents are not always expected to come to the school, the school also "goes to them." In contrast, in the elementary programs, parents serve as paid aides in the special education classrooms, but receive little or no training and although they are members of the PTA, few are involved in the actual decision-making process. Since Developmental Continuity, elementary school staff have made an effort to bring parents into the school as volunteers and feel that involving and training parents should be a major focus of the program.

All areas of support services are more comprehensive in Head Start than in the elementary schools. More money is provided in Head Start for these services and there are fewer children being served which makes it possible to do more assessment and provide more intensive and frequent services for both the parent and the child. At the elementary level, there are more children to serve but fewer personnel, i.e., social workers, dental hygienists, etc. to provide the needed services.

Although handicapped children are mainstreamed in both the Head Start program and the elementary schools, the programs in the elementary schools are more intense. The elementary schools have been involved in working with the handicapped for a long time; Head Start has only recently received funds to provide services to the handicapped. In the elementary schools, there is a learning center available for handicapped children at each school and the centers are staffed by specialized personnel. Thus, there are more alternatives for children with problems, more personnel to assess the problems, and more personnel to provide an appropriate educational program for handicapped children at the elementary levels than in Head Start.

There is no bilingual/bicultural program in Head Start; the elementary school has a bilingual/bicultural program which starts at the kindergarten level. However, there are mixed opinions about the quality of the program in the elementary school. The PDC Coordinator feels that the program is fragmented and discontinuous and needs concentrated attention. But the elementary principals have more positive feelings about the current program; the consensus being that it helps children with language problems to cope by developing their verbal and academic skills and that it also helps a child stay in touch with his culture, builds a positive self-image, and fosters mutual respect for others.

In sum, Head Start and elementary school staff who are involved in planning for Connecticut's PDC program feel a need for continuity in educational programs, for more parent involvement, for comprehensive health and social services, for an expanded bilingual/bicultural program and for a more complete and comprehensive handicapped services program. All expressed the desire to combine the best elements of the Head Start and elementary programs.

C. Opinions and Attitudes of Program Personnel

Interviews were conducted with the PDC Coordinator, the PDC Council Chairperson, the Head Start Director, and the two elementary school principals in which each was asked to give a personal evaluation of the success of program planning this year and to anticipate implementation success for next year. They were also asked to identify the factors or forces that had most contributed to the shape of the PDC program up to this point. Short, paraphrased summaries of these interviews are reproduced below to provide a direct expression of their concerns and interests. The concluding section analyzes the patterns of opinion that emerged in the responses of these individuals as they discussed the Developmental Continuity Project.

PDC Coordinator (June 18, 1975)

The PDC Coordinator began by saying that she thought program staff had done a thorough job of planning in all areas but that the most successful planning took place in parent involvement, training, education and administration. *Parents have been involved on the PDC Council and on the Parent Involvement Task Team. They have been oriented to the concept of the program and have helped develop a philosophy of parent involvement as well as goals and objectives for the program, and are beginning to develop some strategies for input and decision-making in the schools. There have been three levels of parent involvement; some parents have participated only on a base level, others have made a more intensive commitment and are making some decisions about their children, while others have been involved in mobilizing parent power which will have impact on the whole system. Parent involvement, then, becomes a training ground for changing institutions, especially in the elementary school where there is more time needed to involve parents at the highest level.*

She believes that training has been a two-pronged approach--task teams and PDC Council training and ongoing training in the schools for school staff. *By integrating training that was going on in the component areas with training outlined by the needs assessment, we found our program was doing fine skill training but fell down in human relations and that values clarification training was needed. There needed to be more dimensions to teacher effectiveness. Ultimately, we want our curriculum to reflect the Bank Street model, not just openness, but also a respect for children and adults.*

The PDC Coordinator said...*the education component was successful not in developing a curriculum but in making people aware of the needs of children. The first step was one of pulling people together to talk about what they were doing now and brainstorming about goals, philosophies, and objectives to come up with what we really wanted. Parents were really involved too.* An approach was developed that integrated the PPBS behavioral objectives that the school system uses. *This process made the system aware that the approach in use did not really look at the child, the whole child. The new approach is allowing us to move toward subject orientation and to really involve the total child. This means the school system is opening up to the different needs of children. The opportunity to pull all this together has been really stimulating.*

The administrative component has been personally rewarding to the PDC Coordinator. *Getting all the people organized and setting up the mechanism has been a tremendous thing. Setting up the process of grant development with so many people and seeing many people reviewing each other's work, seeing that representation really works and that involvement is not token, have been very rewarding experiences.*

In her opinion, overall factors that contributed to successful planning in these areas were the involvement of people at many different levels and their individual commitment to the project, the outstanding support of the central office staff, good press coverage, support from regional and national OCD offices and from the technical assistance contractor. *Existing programs really contributed...for example, the toy lending library and the philosophy of parent involvement in Head Start really helped.*

Although the PDC Coordinator feels the education component was successful in most ways, she feels planning was unsuccessful in that the curriculum has not yet been developed. *Priorities have been set, but with the money crunch some things need to go.* She also feels the program was not as successful as she would have liked in the mental health area of support services but feels that it has been picked up in the education component. The development of a mechanism for internal evaluation has also not been planned as well as the PDC Coordinator would like. *Hopefully, we will eventually build in a system for self-evaluation. Among the obstacles to planning in these areas were the very late start-up date and the change in central office personnel. These were critical. I had three bosses over the year and much energy went into acquainting them with the program, selling them on it, and helping them to understand it in its fullest sense.*

The dual position she held as half-time PDC Coordinator and half-time Head Start Director, along with training the new Head Start Director, took energy which could have been spent more productively. Time was another major obstacle. *The program had only January, February and March to plan, and then the proposal was due (April 1, 1975). The uncertainty of teachers working without a contract was also a major factor hindering planning.*

Two more obstacles to planning were the uncertainty of funds for the bilingual/bicultural program and when the mental health and health teams tried to involve people who could give services, their busy schedules delayed meetings and sometimes frightened off parents because of the "power" of their positions. Difficult personalities on some task teams and committee members who lacked experience were other factors that prevented planning. But PDC Council members really contributed to planning because they functioned as a decision-making group; they made personnel decisions and every major budget decision.

The PDC Coordinator said it would be difficult for her to predict which component would be most successfully implemented next year, since the intensity of the components vary and she doesn't know what the staff will look like. She does see difficulties in implementing the bilingual/bicultural and medical/dental components if they do not receive funds from Title VII and CETA. She feels another area of difficulty may be parent involvement because of a lack of receptivity of the teachers to having parents in the classroom. *Parents are going to force changes. They are gaining knowledge and will challenge the authority of teachers and principals.* She plans to alert the Superintendent to what may happen and perhaps give the principals training to help them cope with this sort of thing.

She sees her role as coordinating, integrating, pacing, leading, guiding, managing, facilitating, working very hard to maintain communication. In her words...*I will be orchestrating seeing that strings are stringing in tune with what the horns are blowing and that there is harmony.*

Several factors have influenced the PDC planning year, according to the PDC Coordinator. *The guidelines were very specific about what needed to be accomplished. Writing the proposal required that we set down timelines, develop a framework for directing the task teams, develop objectives and a budget. The personalities of individuals was a factor as well as changes in personnel, the teachers' strike and uncertainty of funds. The technical assistance consultant also influenced planning by asking provocative questions.*

She feels that PDC has received support from many sources. *The national and regional OCD offices have provided moral support and technical assistance. The public schools have given money, time, guidance, energy and materials. We have had very good support from community organizations. The colleges, state, community and Bank Street have been very helpful. We also received information and guidance on control sites from the PDC evaluator.*

The PDC Coordinator would like to see PDC change the institution and have real impact on youngsters. She hopes it will accomplish more outreach from the school into the community. She feels the school has the potential to be a deliverer of services and she hopes that PDC will explore that possibility and have teachers making home visits. *PDC should provide parents with a broader education, personal development, an awareness of their political power, allowing parents to be more effective as parents and people.* She also feels PDC will bring about changes in the Board of Education that will allow for continuity and integration of curriculum and support services. *A curriculum will be devised which is meaningful to children in the classroom, respects children and allows children to respect each other and many different cultures. PDC staff will also have some of their personal and professional goals realized. Hopefully, there will be more flexibility in teacher contracts and the teachers' roles outside of the classroom with children will be equally important. Lastly, some innovations will be developed in preschool education.*

PDC Council Chairperson (June 16, 1975)

In the PDC Council Chairperson's opinion, the most successful planning has taken place in the parent involvement and training components. *The most successful parent involvement is in School B because parents are better accepted by the teachers and other staff members in that school. They have used Head Start parent involvement as guidance for PDC's parent involvement standards and parents have started meeting in small groups to discuss how they want to be involved in PDC.*

She sees the training component planning as being successful because the training needs have been determined by the PDC staff members. *The staff want to become more effective teachers and the timing they had set for the teacher effectiveness training was very good. The parents took part in the values clarification workshop and felt it was worthwhile. Training thus far has been well presented and was seen by those who took part as very successful.*

The PDC staff, teachers, aides and parents have been willing to take a chance on PDC as a new program which will benefit the system. The majority of the people now involved in PDC were included in most parts of the planning stages and feel they are a part of planning. Head Start already had good parent involvement so people in the program could see the benefits of it. Community agencies, especially the Child Guidance Clinic, have worked with PDC and have become very involved with the concepts and philosophies of the program.

The least successful planning has taken place in the Developmental Support Services area. The PDC Council Chairperson feels there are so many varied special needs for children in this area that the program is not clear on how to obtain personnel and/or funding to be able to give these services. *They are using existing programs but they are not sure how much more they can obtain. Services in the community, in many cases, are being duplicated and the program would like to be able to coordinate the available services.* (She is not sure if this will be possible.)

Education and parent involvement are seen by the Chairperson as possibly the "most successful" components to implement next year. The aim of the program is to make sure these two component committees work together. Both these component areas have already begun their training programs so they are seeing the benefits of their planning. *Parents have wanted to be involved in the schools for a long time, and now, because of PDC they feel they have a right to be involved. If the education and parent involvement components work as planned, which will depend largely on what happens when the teachers and parents do get together, the other services will follow as the needs become clear.*

Three major forces which she believes have influenced PDC planning year activities are cooperative PDC and school staff members, an anti-spending attitude of the country, and community support. *The PDC and school staff members have been very cooperative and have shown a willingness to effectively work toward the program goals. An attitude against spending throughout this country has, in some cases, affected the teachers (who have worked without a contract all year) so that some have been slow to become involved. The community support from the organizations involved since the planning stage has been excellent. They have been most supportive of the program.*

She is not sure if she will be the PDC Council Chairperson next year, but says she will be involved in some way in the program, at least on the Council, if possible. *I am very excited about the PDC concept and having parents involved* *in the school. I want to see the children served more effectively and be able to show people that parent involvement in the schools really can help. The continuous curriculum and individualized instruction for children will promote a better educational system. Also, the PDC training is seen by the teachers as more effective than the training the school system has provided because it more adequately meets the individual school's needs.*

Head Start Director (June 18, 1975)

The Head Start Director feels that the most successful planning has been done in the areas of training, parent involvement and education. *In planning for training, effort was given to working out the kind of training that would be of benefit to both Head Start and the prospective PDC elementary schools. Parent involvement activities have included planning and conducting workshops for Head Start parents, arranging for parent volunteers in the Head Start classrooms and giving parents information about what to expect when their child goes on to kindergarten. Education component planning has been directed toward developing a curriculum. They have looked at the present elementary curriculum and Head Start curriculum in terms of evaluation and implementation and are trying to pull it all together and write a curriculum for Head Start through third grade.*

She attributes the success of these components to the... *support received from central office administration and the willingness, excitement and extra time all the people gave to planning, organizing and carrying out plans for these components. The training and parent involvement which have taken place in the current Head Start program and the people involved have contributed to the success of planning.*

The PDC Council has cooperated with planning and served as a liaison between Head Start and the elementary schools. In Head Start, the Training Committee coordinated training and also parent involvement.

Planning for the handicapped and bilingual/bicultural component seemed to be least successful in the opinion of the Head Start Director. *Planning was slow in these components because there was not time to get to them and pull together the resources to do adequate planning and programming. Money for staffing is a specific obstacle in these components.*

According to the Director, parent involvement will be the most successfully implemented because of the way Head Start has always involved parents. *We have a strong program which has helped parents to talk more freely with children and teachers and it also has braodened their base so they can spread out into the elementary schools. The education* *component also will be successful in implementation because I see a strong volunteer corps and trained substitute teachers, but there will be little change in the elementary school curriculum until 1976-77. Training should also go well because of the intern program.*

The Head Start Director foresees problems in implementation in the areas of curriculum development, the bilingual/bicultural component and support services. She said curriculum development may be a problem...*because we have to hire a new Curriculum Specialist and because the trained substitutes might not always have the priority to come to PDC schools or might get regular jobs.*

The Director recommends that a new Curriculum Specialist be hired as soon as possible and prearrangements be made for trained substitutes to be assigned to the prospective PDC schools. *The bilingual component will be a problem if funds are not available to implement as they want to. Support services may be a problem for the same reason. In both cases, the program has applied for additional funds (CETA for support services and Title VII for bilingual/bicultural).*

As Head Start Director, the interviewee sees her role as providing opportunities for her staff to be involved with all PDC programs and activities, both in planning and implementation, and to coordinate with the PDC Coordinator to see that it happens. She also sees herself keeping her staff informed and supplying knowledge and information about the purpose of PDC to parents.

Some of the major forces that have influenced the PDC planning year, in her opinion, are the cooperation between the Board of Education and ____ Economic Opportunity Now, Inc. *The cooperation between these two groups has been the foundation for all that has happened. The PDC Coordinator has done an excellent job of pulling things together and seeing that things happen. The PDC Council and the people who make up the task teams also have contributed because they are concerned about innovations and children. The involvement and participation of parents has certainly added a whole new dimension to program planning.*

The Head Start Director hopes that PDC will provide Head Start-type comprehensive services for children from kindergarten to third grade...*so when a child leaves Head Start I know he will receive the same services he received in Head Start. PDC provides a different kind of interest for children--in education, in their future, and in their self-image.*

Chairperson of the Educational Task Force and Principal of School A (June 17, 1975)

In the interviewee's opinion, the education component has been planned most successfully. He is Principal of School A and is also Chairperson of the Educational Task Force. *The Education Task Force has established goals for the curriculum and has begun the development of the curriculum with input from parents, teachers and administrators. It is very important that all teachers be dedicated to PDC if it is to work. Our community has a voluntary transfer plan for teachers and none of School A's teachers have asked to be transferred.*

He attributes the success of the Education Task Force to...*the high interest on the part of parents and their willingness to develop a philosophy for PDC (parents at School A are an ambitious group; they ask questions and demand involvement from teachers), the untiring efforts of the PDC Coordinator, and the support of the central administration. The rapport with central administration staff is excellent and they have been very cooperative in allowing key personnel to attend numerous meetings.*

Some specific factors which have helped are the present bilingual/bicultural funds from Title VII which provided the long-range development and part-time bilingual/bicultural teachers. The interviewee feels each component task force is making great strides in completing objectives. *A possible problem that the Education Task Force may have is how to motivate those teachers who are not dedicated to PDC but have not asked for transfers.*

The Principal feels that PDC Council members have contributed to planning...*by being receptive to the ideas of the task teams and setting up good guidelines in making adjustments to each task force. They have also made money available for interns and paraprofessionals to assist classroom teachers.*

He mentioned that one obstacle to educational planning has been the difficult task of redesigning a task-oriented curriculum to make it more pupil-oriented. *We hope to get parents, teachers and supervisors working on this over the summer.*

He feels some of the easiest components to implement next year will be education, exceptional child programs, and bilingual/bicultural programs. *The educational, because of the commitment already extended on the part of supervisors and central administration staff. Exceptional, because our community has a fine program already which can easily be extended and because the Head of Special Education from* *central office also serves on the PDC Council. The bilingual/bicultural program is already in process and has plans to provide extended services next year; the head of that program is also a member of the PDC Council.*

He anticipates there may be problems implementing parent involvement next year because there are still a number of teachers who do not feel comfortable with parent assistants in the classroom. *Although PDC is not forcing...teachers to take parents into the classroom, I hope that, through workshops, they will be able to demonstrate to teachers that they have nothing to fear in this area. Parents will be screened for their helpfulness. Through this screening, they hope to get parents who can make a contribution, but this process has not been developed as yet.* He does not foresee any problems in implementing the other component areas because of the work of the task teams during the planning year.

School A has a very mixed population--38% minority and many upper- and middle-class families--and the interviewee feels strongly that PDC will bring the community together. He will be instrumental in seeing that all aspects of the PDC program are carried out to expectations at School A. He will work closely with the PDC Coordinator to communicate any problems and work together on solutions.

The enthusiasm of the PDC Coordinator has been a major force in the success of the planning year. She has attended every meeting of the Education Task Force, has met with School A staff to keep them up to date on planning and has addressed the PTA to provide communication about the program. Other major factors are the positive support received from parents in terms of time and their efforts to attend meetings and inservice workshops, the general enthusiasm and support demonstrated by the central administration staff in their willingness to release personnel for task force and PDC Council meetings, as well as the input of national and regional OCD offices, local community organizations and T&TA staff.

He hopes that PDC will bring about...*interaction within a diversified community by establishing a closer working relationship than has existed before; providing children with an educational program designed to meet their needs as individuals and to broaden their experience within the community; and helping aquaint teachers with new educational approaches to better deal with children as individuals.*

Principal, School C (June 17, 1975)

The Principal said that the most successful planning has taken place in the parent involvement component. *This is mainly due to the excellent leadership the parents have had. The parents now see the school situation as non-threatening and want to become involved.*

One of the successes of PDC is that the program has many different types of people involved. They are trying to get a broader view of their program, particularly in the Personnel Committee.

The least successful planning has taken place in the education component according to the Principal. He is concerned about curriculum development because of the short time-frame.

There have not been any obstacles which have prevented successful planning except for the time element. The teacher strike has not affected the PDC planning year because it only lasted nine days; even though some people might mention the strike as an obstacle, it really had little effect on the entire planning year.

He feels that...*the PDC Council, while it has made all the final decisions, really has "rubber stamped" all the committee work. The committees worked out all the plans and then the Council approved them.*

He sees parent involvement as the easiest component to implement next year. *Parents are already involved in the school and they enjoy being part of the school. And with PDC the school can do more in-depth work with parents.*

The education and developmental support service components are seen as possible problem areas next year by this Principal. He is not familiar with the curriculum that is developing and he does not know what plans have been made in the area of support services. While he believes these areas can work if they are well planned, he is concerned about the lack of knowledge and/or information about them.

He sees his role for the operational year as administratively coordinating duties and educational leadership. He feels that PDC funding has allowed additional training for teachers and visits to other programs and schools. *This has provided a stronger commitment for the program next year. The staff, for the most part, have been cooperative and willing to work toward PDC goals and objectives.*

He would like to see more direct services for children and feels PDC can accomplish this. He hopes that the program will not "hide" behind parent involvement, workshops, and so forth, and as a result, forget the real objectives of the program. *The continuity of educational services, and especially the strengthening of the kindergarten program, are most important. With this program the school could have total educational integration in five years.*

Summary

When asked to identify the components which had been most successfully planned, four of the interviewees named parent involvement, three named education and two named training. All five said that the involvement of many different people in the program had made it successful; three also mentioned outstanding support from the central office staff of the school system.

There was less consensus about unsuccessful components. The focus of concern seemed to be that the support services and bilingual/bicultural services had not been adequately planned. The primary reasons given were time shortages, changes or uncertainties in personnel and funding uncertainties.

The role of the PDC Council was also interpreted differently by the various people. Only the PDC Coordinator and the PDC Council Chairperson saw it as a decision-making group. The other three interviewees saw the Council as having an important reviewing and coordinating function, while the role of the committees was uniformly interpreted as doing the basic planning work for the various components.

When asked to identify components that would be successfully implemented next year, three of the five interviewees named education and parent involvement. The explanations given were those of existing commitments and training programs.

Possible problems during the implementation year were foreseen in a variety of areas, i.e., support services, education, parent involvement and bilingual/bicultural education. Potential obstacles to successful implementation of these areas included funding shortages, lack of teacher receptivity, and staffing problems. But training workshops and additional funding were reported as possible solutions.

The interviewees identified important factors that were shaping the PDC program as funding, the support and enthusiasm of program personnel, support from the school system and from the grantee and OCD offices and support from the community.

When asked about their personal goals for PDC, these individuals emphasized closer relationships within the community, institutional change, a continuous educational experience to meet the needs of the children, and more support services.

In sum, these interviews reveal a wide range of commitment to PDC (depending on each person's role in the program). Most of those interviewed were especially committed to their own personal domain and interests and had less knowledge of PDC goals outside their own scope. All mentioned the strong support they had received from the central administration and seemed to feel that the time and energy key administrators were willing to give to the program was essential to the success of the planning year. There was also a feeling that existing programs were good, which alleviated many planning problems, although there were differences of opinion about which existing programs were good prior to PDC. Finally, all those interviewed have great hopes for PDC to accomplish good things for children and parents in their community.

D. The Planning Process

Arrangements for Planning

A pro-tem committee was established in early September 1974 to decide the composition of the PDC Council. A number of people served on the pro-tem committee under the leadership of the original Head Start Director (now PDC Coordinator), the Deputy Superintendent, and a consultant. At a meeting of the committee held on September 20, 1974, it was decided that eight community representatives, four central office staff, the Head Start Director and two Developmental Continuity staff members would serve on the PDC Council. The PTA at each elementary school and the Head Start Policy Council were asked to elect two parents from Head Start, four classroom staff, three non-classroom staff from Head Start and three parents and two staff members from each elementary school to serve on the Council. Appointments were made or elections were held and the PDC Council, composed of 37 members, was established by the end of October 1975. At the time of the first site visit in February, staff at School C had only been involved in planning for Developmental Continuity for two months and were in the process of electing representatives to the PDC Council in accordance with the above format. Since February, representatives from School C have been elected and are now serving on the Council. In April, a decision was made to change the composition of the PDC Council to allow for more parent representatives from Head Start and the change in Council composition was voted upon at the June 19, 1975 meeting. As a result, next year there will be 36 members on the Council. (This change is discussed in more detail under "Administration, March through June 1975.")

PDC Council decisions that affect the Head Start or elementary programs must be approved by both the Head Start Policy Council and the Board of Education. The PDC Council seems to be a strong body, with representatives from the community, PTAs and Head Start Policy Council, school staff and administration all actively working together on task teams to assess needs and to make program plans. Task teams have been formed in the following areas: education, training, support services, parent involvement, handicapped and bilingual/bicultural. Each task team has a chairperson and a facilitator. Again since February, some changes have been made in task team chairpersons or task teams have been subdivided. In some cases in component areas where changes were made planning has been delayed. On the whole, it appears that the PDC Council has functioned very democratically with all members contributing in some way.

The Early Childhood Supervisor/Developmental Continuity Coordinator was hired in September 1974. As mentioned earlier, she also functioned as Head Start Director until January 1, 1975, at which time a new Head Start Director was hired. This relieved the PDC Coordinator of her Head Start duties and made it possible for her to devote full time to the PDC program, thus facilitating the planning process. Currently, the PDC staff consists of:

PDC Coordinator	full-time
Social Worker	60%
School A Coordinator	50%
School B Coordinator	50%
Head Start Parent Coordinator	50%
School C Coordinator	50%
Secretary	60%
Curriculum Specialist	60%

Regional OCD officials have provided technical assistance for budgetary problems and OCD national officials have been available when their assistance has been requested. A site visit was made by the national/regional officials on January 16-17, 1975.

PDC staff reported that the technical assistance representative had been very helpful and cooperative. He helped staff procure a consultant for group process training and he has provided feedback on the group process. He has assisted with PDC Council meetings by planning the agenda for budget sessions. In addition, he has obtained information on other sites when needed and has reviewed staffing patterns.

Planning Year Activities

This section of the case study summarizes the accomplishments of the project on planning activities during the planning year. For convenience, this description is organized into two parts by program component. Part 1 covers activities from the beginning of the project through the first site visit by the evaluation team, and part 2 covers activities from that date through the end of the school year. Where there is overlap in the planning tasks set forth in the program guidelines, a discussion of a particular activity will be under the component with which it seems to fit best. Additional information on these planning activities, with special reference to compliance with guidelines, can be found in the Monitoring Report.

Administration, through February 1975. Planning at the administrative level appeared to be proceeding as scheduled, in spite of the fact that up to January 1975 the PDC Coordinator was functioning in a dual capacity, most of the PDC staff had not been hired, and most of the task forces had not been formed. By February, the PDC Council had been established in accordance with the guidelines, and by-laws for the operation of the Council had been formulated. The major goal articulated for the program is to affect institutional change which will have an impact for future years. Specific objectives and priorities to bring about this change had been listed, but according to the PDC Coordinator they were constantly being redefined and rewritten. It was expected that they would be revised in final form by April 1975. As mentioned earlier, task teams had been established to plan for each of the component areas. The task teams meet biweekly or weekly and by February had formulated various recommendations to be presented to the PDC Council. These recommendations included a proposed timeline and budget, a needs assessment and staffing patterns for the operational year. The PDC Coordinator was to integrate these recommendations and present them to the PDC Council on March 5-6, 1975.

The roles of the Head Start Policy Council and the elementary schools' parent groups and their relationship to the PDC Council had been established and agreed upon but had not been formalized into a written document. Such documentation was to be completed by April 1975. By February, all PDC staff had been hired with the exception of a Curriculum Specialist who was to be hired by March 15, 1975. Also, the PDC Coordinator and the Assistant Superintendent for Instruction had contacted state and federal agencies to obtain additional funds, as stipulated in the planning year guidelines. In addition, several non-profit groups and private companies had contributed goods and services to the Developmental Continuity program. They also made space available for meetings and provided the expertise of their personnel at various task team and committee meetings.

Staff workshops for training to work with parents were planned for March or early April; these sessions were to be two or three all-day workshops. The PDC Coordinator had already conducted two one-day training workshops for parents on the PDC Council in basic decision-making and the State Training Center had provided the same type of training for Head Start Policy Council parents. Since most parent training had taken place through membership on the task teams or other committees, timelines needed to be finalized to provide such training to parents who were not presently serving on task teams or committees. Additional parent training workshops were being planned to include all parents who will be involved in the PDC program as they take part in planning activities.

The PDC Coordinator indicated a need for help and technical assistance in establishing program goals and priorities and in setting up timelines as well as in continuing communication with state and federal agencies.

Administration, March through June 1975. In April 1975, the PDC Council reviewed its composition for 1975-76. Two issues were considered: the retirement of a representative of the central office administrative staff, and the lack of parent representatives from Head Start. Currently there are 37 members on the Council. The following representative pattern was agreed upon:

- Parents of Head Start and school children. (Two parents from each school, including Head Start, to be elected.)
- Head Start Policy Council and school boards. (One from each school, including Head Start, to be elected, one representative of the Board of Education.)
- Head Start and school administrators. (Three C.O.A.S.--Human Relations, Curriculum, Pupil Personnel Services--three principals and Head Start Director.)
- Head Start and school staff. (Two from each school, including Head Start, to be elected.)
- Community representatives. (One ____ Economic Opportunity Now, Inc., as well as one Board member and one nominee from that group, one Teacher's Association, one Higher Education, one mental health, one health, one State Department of Education, to be invited by ____ Economic Opportunity Now, Inc. Director and E.C.S.)

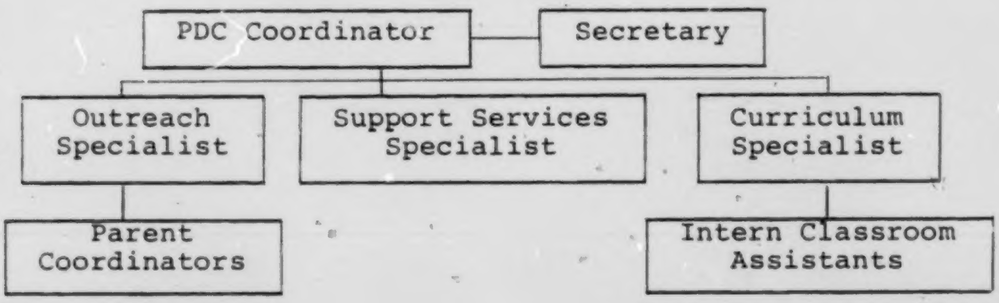
On June 18, 1975, the PDC Council voted to accept the new composition of representatives. The last Council meeting with the present membership will be held in September and all new members will be chosen by October 1975.

In a related area, the roles of the Head Start Center Committee and the elementary school parent bodies and their relationship to the PDC Council have been redefined. The Head Start Center Committee and the PTA Boards will be represented on the PDC Council and will review the work of the Council periodically.

As noted above, by late February all staff had been hired with the exception of a Curriculum Specialist who was to be hired by March 15, 1975. Applicants for this position were interviewed in March and a specialist was hired to fill the position on April 15, 1975. She has since resigned. The Coordinator of Support Services is now the Coordinator of the bilingual/bicultural component; since March 1, the support services component has been divided into two task teams to fill the gaps left by this change in personnel. The School C Coordinator is serving as the facilitator of the Mental Health Task Team and School B Coordinator is serving as the facilitator of the Medical/Dental Task Team. They are planning to hire a Support Services Specialist who will coordinate support services as well as the exceptional child component during the implementation year.

Other staff to be hired for the 1975-76 year are an Outreach Specialist and parent coordinators for each school. The Outreach Specialist will be responsible for the development and implementation of the parent involvement programs in cooperation with the principals, Head Start Director and parent coordinators. Job descriptions have been written for all positions. Individuals who have B.A. degrees and who are enrolled in certification programs at accredited schools will be hired as interns by the PDC Council and school principals. The interns will be assigned definite classroom schedules by school staff and will be supervised by the school staff as well as their college or university professors. The intern program will reduce class size, thus providing teachers with more assistance to plan and implement individualized programs.

The following chart depicts these reorganization plans:



Program goals, objectives and priorities were established by April 1975 and are included in the 1975-76 proposal by component area. Timetables for linking the preschool and elementary school programs were also established in April for the operational year. Task team plans and recommended budgets have been formulated into the preschool/school linkage process for the implementation year and were included in the 1975-76 budget.

Communication with state and federal programs have been initiated and a proposal has been submitted to Title VII for funds for a bilingual program. In addition, one nurse has been hired with CETA (Title II) funds; funds for nine other positions have been requested from CETA.

A coordinated plan has been developed to build a solid educational climate for staff and parents and to meet the needs of the children. The plan focuses on three areas:

- parent involvement
- the development of a continuous curriculum
- training for parents and staff.

The plan provides for a core group of people who will plan programs, train and involve parents and staff in all aspects of the program and seek alternate funds to obtain the additional staff needed to provide direct services to children.

A Values Clarification Training Workshop was held on April 2, 1975 for staff and administrators and dealt with working with parents and ways to use parents in schools. Parent involvement training was introduced in June in the form of more values clarification workshops that focused on "the role of parents in the school" and "how to become comfortable working in the school." A 15-week child growth and development class for parents was offered in February by the local community college and 60 parents have attended these sessions.

> In sum, administrative planning seems to be progressing very well. Goals and objectives as well as timelines have been established. Training for staff and parents has begun and a training schedule for the operational year is in process. Efforts have been made to obtain funds from state and federal agencies. Although funds had not been received by June, the PDC Coordinator felt that her site would receive them because of their past utilization of grants from Title II (CETA) and Title VII.

Education, through February 1975. The Education Task Team formulated the educational approach on February 11, 1975 and planned to present it to the PDC Council for their approval. The approach (as described by the PDC Coordinator) will be child-centered and will focus on the total development of the child. In line with this, by February, Education Task Teams and Head Start Curriculum Committee members had visited Head Start and elementary classrooms and were examining curriculum guides and samples of kits. Although planning for a coordinated curriculum had begun in September 1974, the PDC Coordinator reported that this process had been one of the most difficult planning tasks so far. It had been more time-consuming and long-term than originally anticipated. One of the major obstacles in this area had been to give all those involved in the task a full philosophical understanding of the educational approach. Hopefully, this problem was alleviated when the Curriculum Specialist was hired on March 15, 1975. Actual curriculum development was to begin in April 1975.

Although plans were underway for a regular communication system to inform parents, teachers and other school staff about the educational program, the system was not expected to be in effect until June 1975. Inservice sessions had been held, however, to determine how communication should take place, and a plan to coordinate the system with PDC staff and the schools had been formulated. Because this system was not in effect at the time of the first site visit, those who came into the project late or had not been involved on any of the task teams seemed to know little about the educational approach or had only very general information.

Education, March to June 1975. Meetings have been held with the Assistant Superintendent of Curriculum, department heads and all members of the Education Task Team and a consensus has been reached on an educational approach--the approach reflects the Bank Street model. It is a child-centered design that will enhance the development of the whole child and will help the child feel competent in his environment. Children will be provided with first-hand experiences and there will be a merging of the cognitive with the affective.

The PDC Curriculum Specialist, although she has since resigned, had major responsibility in the area of curriculum development. Accordingly, planning has begun for a curriculum that can be implemented from Head Start through grade 3. Current guides and grade-level behavioral objectives are being reviewed and staff are beginning to revise these objectives, eliminating some and making others more activity oriented and less task oriented. PDC staff expect to have this task completed by September 1975. The Curriculum Specialist had visited classrooms to observe how current guides are being used and to look at ways in which they can be integrated into the new objectives. But actual integration of subject matter by grade level will not begin until the operational year. The curriculum in its final form will combine what is now being used with a mechanism for implementation that integrates curriculum areas and recognizes the developmental levels and social and affective needs of the children.

PDC staff have visited the Bank Street School and will be meeting with Bank Street consultants. From April to June, exchange visits have taken place between teachers in Head Start and in the PDC elementary schools; in fact, every kindergarten and Head Start teacher has taken part in the exchange visits, along with some elementary teachers. Parents were also scheduled to visit the PDC schools. Similar communication activities have been planned and include inter-school faculty meetings, training workshops, and discussions devoted to the ongoing evaluation of PDC. The parent coordinators at each school will be working closely together to extend communication between schools and the community. A staff library will be set up for parents and teachers and newsletters will be sent out regularly throughout the implementation year. Since the Education Task Team is made up of teachers, parents and administrators from the three site schools and Head Start, there is a regular sharing and refining of objectives, relationships and communications.

No comprehensive diagnostic system had been set up at the time of the second site visit. A diagnostic tool had been developed for kindergarten, but other classrooms will continue to use present evaluative measures. However, a diagnostic system, including plans for individualized instruction, will be developed along with the curriculum during the implementation year.

> In sum, many of the educational plans have been completed or are well underway, with the exception of curriculum development and a diagnostic system. Although plans for the curriculum are well thought out, nothing has been formalized in writing; this is due in part to the hiring of a Curriculum Specialist a month later than anticipated and further delays may develop because of her resignation.

Preservice and inservice training, through Febraury 1975. The individual task teams have been meeting to determine areas of training for each component. A needs assessment was conducted at each school by the PDC school coordinators and subsequent meetings have been held with all staff to determine training priorities. The PDC Coordinator plans to utilize consultants in these training programs also, which were to be completed by June 1975. Training is planned in four areas:

- values clarification
- group process
- a bilingual/bicultural approach
- child growth and development for parents.

Accordingly, a workshop for parent training in child growth and development was scheduled for February and values clarification, group process and bilingual/bicultural training workshops were to begin in March 1975. Consultants had been hired for these areas of training and necessary books had been paid for by the PDC project.

As soon as a curriculum is determined, training in educational methods can begin and the training schedule will be finalized. It is expected that training in the curriculum will be completed by the end of August 1975. The PDC Coordinator sees such training as a three-step process: (1) planning for the curriculum; (2) developing a training system; and (3) choosing consultants who will fully understand the curriculum approach.

Preservice and inservice training, March through June 1975. A training schedule was developed for April, May and June which included sessions in the areas listed above. A two and one-half day workshop was to be held for staff and parents at each PDC elementary school on June 25, 26 and 27, the topic of which was to be "humanistic education" which will be a follow-up on previous training sessions. In addition, there will be six two-day summer workshops for teachers and parents on humanistic education and human development conducted by the University of Massachusetts. All teachers and parents will be encouraged to participate in these workshops.

The training assessment questionnaires for all components will be finished by the task teams by the end of June and PDC staff will begin working from these to set up operational year training plans which will be completed by the end of July. Additional training consultants will be selected at that time. Current plans call for training to be ongoing throughout the operational year. Next fall a series of workshops are planned for training in the integration of subject matter units by grade level. The PDC Coordinator hopes that after these workshops the consultants will be able to observe in the classrooms because the teachers want to have feedback on how well they are implementing training activities. She is also hoping to link up the intern program with Bank Street College; if this happens they will probably have weekly training sessions.

Training is also planned for a corps of substitutes and volunteers from the PDC schools who will replace teachers when they are involved in training activities. This training will take a minimum of two days and will include basics and an overview of the PDC concept.

Because the Connecticut site's educational approach is one of humanistic education, heavy emphasis has been placed on values clarification, reality therapy and group process training for both staff and parents. PDC program personnel plan to use this approach to reassess cognitive goals and objectives. During the summer months, committees will be meeting by grade level to integrate subject areas with the objectives to find and eliminate areas of overlap. The revised objectives will be ready by September 1975.

As previously mentioned, plans for the individualization of instruction include the use of existing evaluative measures in Head Start and most elementary grades, except in kindergarten, where a new screening procedure has been developed. The new kindergarten screening process is a comprehensive one which includes initial communication with parents, in-school registration, parent orientation, child visits to the school, staggered entry, screening by a speech therapist, language development teacher and school psychologist, and lastly, review and recommendation using the in-school pupil placement and planning procedure. A comprehensive approach to diagnosing children will be developed for all grades as the curriculum is developed. Release time will be provided for kindergarten teachers and specialists to discuss individual children.

> In sum, training has clearly been directed toward the area of human values and group process *which PDC staff seem to feel* is important in order to establish common goals and objectives for all. Parents and staff have been involved in training sessions in values clarification, reality therapy, group process and humanistic education, but training in curriculum areas will not begin until fall. It is expected that grade-level objectives will be revised by September and that there will be less pressure on the teachers because there will be fewer objectives; emphasis will be on group process in the classroom. When objectives are fully integrated, training will focus on strategies for teachers to attain objectives and to integrate subject areas. Plans have also been made for the individualization of instruction.

Developmental support services, through February 1975. The Coordinator for Developmental Support Services was hired in September 1974. She holds an M.A. degree in Social Work and has 17 years experience in the local school system with areas of community relations, group dynamics and parent involvement. The Developmental Support Services Task Team had held several meetings by the time of the first site visit. As a result, a philosophy for social services had been developed and the following social service needs of the children had been identified: medical/dental, mental health/social service, family therapy (social work and psychology), and transportation. Task team members recommended to the PDC Council that a Community Advisory Agency be established to aid in the implementation of a needs assessment and to provide for continuous delivery of in-depth support services. Community resources had been reviewed and plans were underway to use the Community Advisory Agency to train parents and paraprofessionals to fill the gaps which currently exist in support services.

Social workers at each school have already established communication links with many community agencies. All these agencies are represented on the PDC Council or on the task teams. Additional efforts have been made by the task teams and committees since January 1, 1975, to develop links with other agencies. This linkage system is expected to be completed by June 1975 but a system to coordinate services already exists. Referrals are channeled through the school principals and the Head Start Director to a Pupil Planning and Placement Team. In February, this team was made up of all the professionals in the school system who provide such services. In a related area, the possibility of getting funds to expand nutritional services for the elementary school was to be examined.

PDC staff, the task team and others were to continue working on this planning task during March, April and May along with representatives from the local Department of Health, the Connecticut Department of Mental Health and the local hospital. Also, the PDC Coordinator had requested technical assistance from the regional OCD office and the State Department of Education to help her with this area.

Developmental support services, March through June 1975. The staff member who was coordinating support services from November through February is now the Coordinator of bilingual/bicultural services. This change was made because she had worked in School B for five years and could best facilitate the bilingual/bicultural program which is based on School B's bilingual/bicultural model. At the present time, support services facilitation is divided between the School C and School B Coordinators. A Support Services Specialist is to be hired for the implementation year to coordinate developmental support services and exceptional child components. An Advisory Council also will be in effect by September to provide a link between the school system and community resources for both the support services and exceptional child components. And a general needs assessment has been made by PDC school social workers.

Presently, each child receives a dental screening at the beginning of the school year, but the dental clinic has a backlog, which makes it difficult to provide services to meet the needs that are found. A medical exam is given by the Health Department to Head Start, kindergarten and second grade children. Excellent medical follow-up is provided by the PDC school nurses and/or medical agencies and clinics but because of lack of staff preventive health counseling is difficult to provide. And also due to a lack of funds, the program is not able to provide a full range of services (mental health, social services, nutritional, medical and dental) to all PDC children. Arrangements for services with community agencies have been made on an informal basis and the program is using every private and public resource available in the area. Most of these agencies are also represented on the Developmental Support Services Task Team.

PDC staff have requested funding from Title II (CETA) for a nutritionist, dental coordinator, a dental hygienist, physical therapist, two school nurses and a paraprofessional to assist school social workers to fill the gaps in services. The school system's Pupil Planning and Placement System is used to coordinate direct services and referrals for both Head Start and PDC schools. Head Start records are sent to the receiving elementary school and an evaluation is made by the receiving school.

In sum, planning for support services has posed many problems. Funds, for one, have been short and it has been impossible for PDC to provide the necessary staff to supply all the needed services for the large numbers of children. Eliminating the Support Services Coordinator's position and dividing the services into two subgroups under the direction of two school coordinators did not alleviate the problem. Hopefully, CETA funds will be obtained and will solve some of the problems by providing needed service staff and a Developmental Support Services Specialist. Some alternative plans for filling the gaps in funds were to be investigated should the grant from CETA not be as large as expected.

Parent involvement, through February 1975. Parents make decisions in all areas of PDC planning activities; parents are represented on the PDC Council and its task teams and are involved in general school meetings. Those who have been active in these two groups were provided with training in the goals and objectives of the program, the structure of the PDC Council and the decision-making process through a day-long workshop conducted by the PDC Coordinator on November 20, 1974.

On January 1, 1975, the PDC Council hired the Head Start Adult Services Coordinator on a part-time basis as PDC's Parent Involvement Coordinator. (The other half of her time is spent supervising two part-time Head Start Parent Involvement Coordinators.) She also has responsibilities at the elementary school level, working with the PDC coordinators employed by each school who are responsible for planning parent activities. At the beginning of the implementation year, a parent coordinator will be hired for each of the prospective PDC elementary schools.

By February, the Task Team for Parent Involvement had started an informal assessment of general parent training needs and had made recommendations to the Council in areas such as "classroom roles for parents." An "open door" policy for parents is planned for both the Head Start and elementary schools during the start-up year (this is the current policy at Head Start). And plans were being made to have parents function as paid teacher assistants and library, lunch and classroom volunteers.

Before these plans can be put into effect, it will be necessary for the PDC Council to have input from the parent groups in the Head Start program at the three elementary schools, after which the Council can make recommendations to the Board of Education. This group, in turn, must seek final approval from the PDC grantee.

Parents were to take part in exchange visits that have been arranged among the schools and Head Start. In addition, representatives from all of the parent groups previously mentioned have taken part in the combined training sessions and serve on task teams together, providing regular channels for communication and coordination among the groups.

Thus, parent involvement in PDC is projected to take the form of combined discussion sessions, joint social events and joint meetings to address common problems, i.e., developing a coordinated curriculum and support services and centralizing training. As mentioned in the Education section, a communication system is also to be established for informing parents about their children's educational experience. Plans are for the system to include conferences between parents and staff, newsletters (bilingual where necessary), home visits, local newspaper publicity and informal communications between the teacher and home, i.e., telephone calls and handwritten notes.

A statement made by the Parent Involvement Coordinator captured the spirit in which PDC staff have approached parent involvement: "One of the possible problems and great challenges of PDC parent involvement is the bringing together of a very heterogeneous group of parents--low-income Blacks, low-income Whites, Italians, Greeks and Spanish-speaking, and middle-class Whites. Our Parent Involvement Task Team is fairly representative and has worked quite well. We must take care not to drift into homogeneous parent groups."

Parent involvement, March through June 1975. PDC parents have continued to be involved on the PDC Council, task teams and PDC Council subcommittees. Two Head Start parents and two parents from each of the PDC elementary schools serve in a voting capacity on the Council. Parents serving on task force teams also play key roles in bringing recommendations to the Council. The subcommittees make decisions about budgets and personnel and also determine component priorities.

In addition to the Parent Involvement Coordinator, the three PDC school coordinators are responsible for meshing parent involvement in the elementary schools, e.g., they help develop relationships among parents and organize parent meetings and other parent activities in the elementary schools. The Parent Involvement Coordinator plans training workshops, sends out newsletters and other notices to parents and maintains informal contacts through the school coordinators.

As noted, during the operational year, parent coordinators will be hired for each school; presently the school coordinators serve in this capacity. The Parent Involvement Coordinator plans to apply for the Outreach Specialist position (this person will coordinate parent involvement during the implementation year, replacing the Parent Involvement Coordinator position). The Outreach Specialist will have overall responsibility for the development and implementation of the parent involvement program and will work closely with school staff and supervise the parent coordinators at each school. The Parent Involvement Task Team will continue to function during the implementation year and will have representatives from all the prospective PDC schools.

Planning is already underway for involving parents in the classroom during the operational year. Parent wishes have been discussed at task team workshops and school staff meetings but no formal survey has been conducted for all parents across schools to find out how they see themselves being involved in the PDC program. This survey needs to be completed before training can be arranged. The role of parents in the school is also complicated by the fact that some teachers feel they are not ready for parent volunteers in their classrooms. But according to the Parent Involvement Coordinator, there will be parent volunteers in the classroom next year and they will participate in training sessions; volunteers for this effort will be recruited in September and will begin training in October 1975. The Head Start program already has an intensive volunteer program and PDC's goal is to build on this already established program. There will also be some teacher assistant positions available through the learning center and bilingual programs and at two of the elementary schools there are positions for aides in the special education program. (Two parents who were interviewed by the evaluation team said they expected parents to be involved in actual classroom instruction and that teachers would set up programs for parents.)

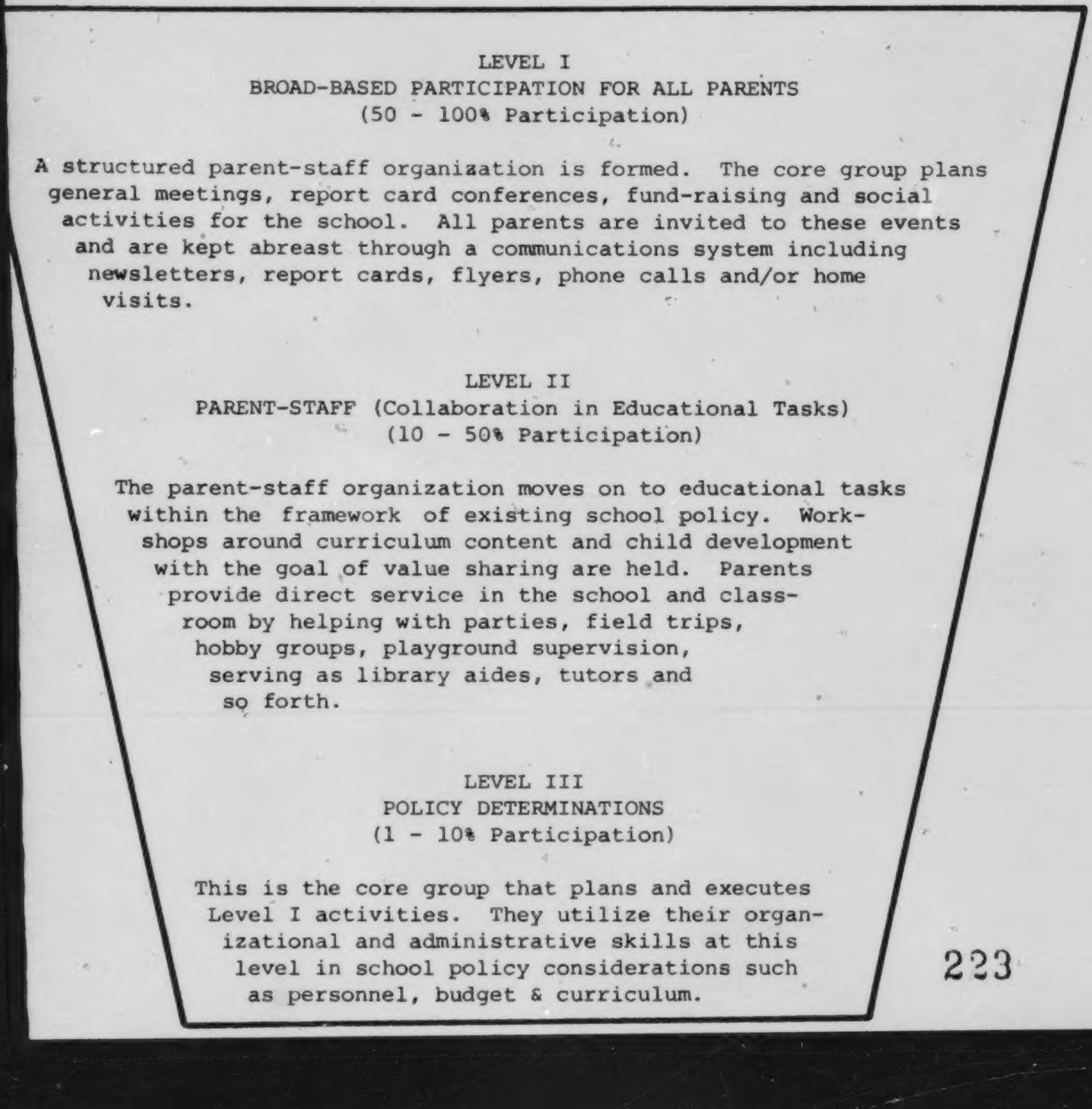
The Parent Involvement Coordinator has been working with the Adult Education Department to arrange special adult programs and School B has made such an agreement with the department. Although a formal assessment has been taken of the training needs and interests of PDC personnel, no formal assessment has occurred to determine adult educational needs. When such needs are specified, a suitable program will be set up at each school.

Some PDC training in decision- and policy-making for parents has taken place but much more is needed since many parents are hesitant to participate as members of the PDC Council. A series of parent involvement (values clarification) workshops are being held throughout the month of June and cover the right of parents to be involved in school policy issues, i.e., busing, teaching philosophy and curriculum. This values clarification training has been very successful and plans are to have more in the fall, possibly with parents and teachers together.

In sum, since March, some training workshops in decision-making have been held for a broad range of parents at each PDC school, but more training is necessary due to the number of parents who are or will be involved in the program. Prior to this time, only parents on the PDC Council and task teams had received this training. A decision has been made to continue the Parent Involvement Task Team during the implementation year and a plan has been devised for involving all parents called the "Parent Participation Pyramid" (Figure 1). In general, the parents who were interviewed by the evaluation team seemed confident, knowledgeable and skilled in their roles as PDC

Figure 1

PARENT PARTICIPATION PYRAMID



LEVEL I
BROAD-BASED PARTICIPATION FOR ALL PARENTS
(50 - 100% Participation)

A structured parent-staff organization is formed. The core group plans general meetings, report card conferences, fund-raising and social activities for the school. All parents are invited to these events and are kept abreast through a communications system including newsletters, report cards, flyers, phone calls and/or home visits.

LEVEL II
PARENT-STAFF (Collaboration in Educational Tasks)
(10 - 50% Participation)

The parent-staff organization moves on to educational tasks within the framework of existing school policy. Workshops around curriculum content and child development with the goal of value sharing are held. Parents provide direct service in the school and classroom by helping with parties, field trips, hobby groups, playground supervision, serving as library aides, tutors and so forth.

LEVEL III
POLICY DETERMINATIONS
(1 - 10% Participation)

This is the core group that plans and executes Level I activities. They utilize their organizational and administrative skills at this level in school policy considerations such as personnel, budget & curriculum.

Council and task team members. The major area of concern for this component is developing meaningful roles for parents in the classroom. It should be noted, however, that the needs of all parents must be considered for school involvement and not just those who are already contributing. Certainly the problem of teachers who do not wish to have parents in their classrooms is critical and some solutions must be found if comprehensive parent involvement is to be achieved.

Services for handicapped children, through February 1975. The Chairperson of the Task Team for Services for Handicapped Children is assisted by the School A Parent Coordinator, who acts as a Facilitator. At the time of the first evaluation visit, a survey had been conducted to determine the needs of handicapped children in both Head Start and the three elementary schools. Committee meetings had been held for the purpose of sharing information and pertinent records had been collected from social workers, the school district's special education department and other agencies. Meetings had also been held to review the function of community agencies and to determine what services are available.

The task team had recommended that a Community Council for Special Services be formed as well as an Advisory Council to arrange for services from community resources. Letters of commitment were being solicited from all the agencies. Since many of the agencies and resources are currently being used by the school system as part of ongoing pupil personnel responsibilities, this did not appear to be a problem.

A continouous service system for handicapped youngsters or those with learning disabilities was to be completed by June 1, 1975, and will be patterned after the present planning and placement team procedures. Special services for all PDC children will be facilitated by a social worker in coordination with the Special Education Department. This system will provide individualized services for children within the regular classroom setting to continue the "mainstreaming" concept which has been in effect in local schools for some time. The system will include the services of a diagnostic teacher who is certified in special education and has training in early childhood development as well as elementary teaching experience. This teacher will be available as a resource person to the regular classroom teacher. A recommendation had been made to the Education Task Team and PDC Council that a budget of $2,000 be given to each school to provide for instructional materials and that structural changes be made in the classrooms, i.e., "time-out" areas in the classrooms that are free of stimuli, ramps, and modifications in bathroom facilities where necessary for physically handicapped children.

A series of meetings to discuss the training of teachers in special education techniques and the use of materials began in February 1975. Plans were also being made to develop an instrument to evaluate teacher needs and to measure a teacher's understanding of exceptional children. Task team members were exploring various training systems, and were looking for consultants from college-based programs to provide training.

Services for handicapped children,* March to June 1975. Since February 1975, the Exceptional Child Task Force has developed an early identification inventory to be used by kindergarten teachers. The inventory covers pregnancy of mother, health, sociability, group experiences, language and speech development and includes space for parents to write a narrative statement. It is estimated that in September 15% of the Head Start children and 15% of the elementary school children will qualify for special services as exceptional children.

The School A Coordinator is now the PDC staff person responsible for coordinating the exceptional child component. Agencies have been contacted and letters of commitment from the agencies will be finalized soon. The recommendation to establish three advisory councils--for handicapped, mental health and medical/dental--has been changed to one to avoid fragmentation of community resources. Plans are still underway for the establishment of this Council and it is expected that the Advisory Council will be operational by September 1975. The Council will provide an in-system cooperation between the community agencies and the school system. It will open lines of communication between day care, medical and mental health clinics, and the Association for Exceptional Children, as well as speech and hearing clinics and learning disabled programs to establish information, awareness and feedback.

Funds have been allocated for a Special Education Intern to fill the gaps in services to Head Start.

The Pupil Planning and Placement Team system works well for Head Start and the elementary schools, provides for continuous service system, and will be utilized by PDC during the implementation year.

Learning centers, speech clinicians, hearing specialists, language development specialists and a consultant for the gifted are provided for children in the PDC elementary schools. At the present time, there are no provisions in Head Start for the learning disabled or the gifted. However, a consultant is available to Head Start once a week for diagnosis and prescription of children with special problems and for gifted children. Plans are to hire the Special Education Intern by September 1, 1975 to provide individualized services to Head Start. A budget was submitted for the provision of materials and structural changes, but because of a lack of funds and the fact that Head Start and the elementary schools already had adequate materials, these two areas were not considered to be priorities and funds were allocated elsewhere in the PDC program.

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* At the Connecticut PDC site, the handicapped component is now referred to as the "Exceptional Child."

The Exceptional Child Task Team scheduled three meetings for the purpose of compiling a questionnaire to assess the major training needs of the staff. (The questionnaire was part of a composite questionnaire that will be distributed during the last week in June.) Training activities will be planned when questionnaires are returned. However, there has already been one training session for staff of PDC schools in conjunction with the local Council for Exceptional Children. Training in each of the categories (speech, hearing, learning disabilities, language development, gifted, and so forth) will be broken down into two areas: diagnostic and remedial. This training will begin in the fall months and will be conducted by consultants outside of the local school system. Department heads will recommend consultants, university people and special education people at the state level. Credit will be given for the training.

In sum, since February both the coordinator of the handicapped component and the title for the component have changed. And a decision was made to establish one Advisory Council for Special Services instead of three. A Support Services Specialist has been budgeted from CETA funds to coordinate services in these component areas. The task team initiated the development of an early identification questionnaire to help spot exceptionality in entering kindergarten children. In general, the exceptional child component shows progress in planning areas; training being the weakest link, since the assessment of training needs has not been completed. An assessment questionnaire has been ready for distribution since April but has been delayed because of a recommendation by the PDC Council that the questionnaire be part of a composite questionnaire prepared by other component task teams to assess training needs.

Services for bilingual/bicultural children, through February 1975. A system to coordinate bilingual/bicultural education from preschool through grade 3 was to be completed by February 1975. This system will begin with a bilingual toy lending library in Head Start (one librarian will be bilingual). The Head Start program will have one native Spanish-speaking person and one Anglo to work with Spanish-dominate children and the children will be taught in the language which is dominate. The kindergarten through third grade program will be a pairing model for Spanish-dominate children and a maintenance program for Spanish-surnamed children in regular classrooms. The pairing model includes one Anglo teacher and one native Spanish-speaking teacher to help children relate to both languages and cultures. Academic courses will be taught in Spanish while English as a Second Language will be taught in English along with art and music. The maintenance program for Spanish-surname children includes Spanish language arts and cultural heritage development.

In addition, an Assistant Coordinator for this area was to be hired in March 1975. Provision will be made for individualized instruction in the regular classroom by having bilingual/bicultural aides participate in both Head Start and elementary classrooms, bilingual/bicultural learning centers, and resource teachers. Through teacher observations, home visits and diagnostic testing, individual programs will be prescribed. Bilingual/bicultural staff are being recruited through the Board of Education (i.e., teachers already employed by the school system) and the Connecticut Staff Development for the Certification of Spanish-Speaking Teachers Organization. Parents and community people are also being considered in terms of their ability to work in classrooms. Bilingual/bicultural staff training will be provided in the form of seminars and classroom visits. Staff will also be trained in methods of evaluating the progress of bilingual/bicultural children.

At the time of the first site visit, training workshops had already been held; subjects discussed included understanding Spanish culture and helping teachers to cope with the language of the child. Additional workshops were planned for the summer and Spanish classes were being provided for staff who want to learn the language.

An area that needs more concentrated effort is the identification of available bilingual/bicultural curriculum resources. Technical assistance will probably be needed in order to complete this task within the timeline.

Services for bilingual/bicultural children, March to June 1975. The Bilingual/Bicultural Task Team is continuing with the development of a system to coordinate services between Head Start and the elementary schools, and the PDC program had applied for Title VII funds to support such a system. Head Start will provide a bilingual toy lending library for 12 hours each week for Spanish-speaking three-year-old children.

School B has the most comprehensive bilingual program and this model will be used by the PDC program. The pairing concept is used at this school and provides for both Spanish- and English-speaking persons in the classroom, with an ESL (English-Spanish Language) teacher serving on a part-time basis. Academics are taught in Spanish but art, physical education and music are taught in English. Children are encouraged to work together on projects. School B also has a Spanish and an English Learning Center and if Title VII funds are received, plans are to extend this concept. Currently, both School A and School C provide an ESL teacher, a Spanish language arts teacher and (in School C only) a Greek language arts teacher, but in all cases the children are taken out of class for instruction.

Home visits, diagnostic testing (Inter-American Series) and teacher observations will be used to determine bilingual/bicultural needs of the children. In line with this, all children were tested in April to determine language dominance and ability level and oral reading tests are to be given twice a year to determine the progress of the children in these areas.

Bilingual/bicultural staff have also integrated multicultural aspects into their social studies units. Bilingual/bicultural curriculum resources that have been identified are the Hamden-New Haven Connecticut Curriculum which is based on Spanish culture for the Head Start and kindergarten grades. (These materials are being developed for grades 1-3.) PDC staff have also written to the Austin Dissemination Center for materials, and have investigated Dade County, Florida materials.

In related areas, some PDC program personnel have visited a bilingual school that is housed in another elementary school. Presently there are a number of bilingual staff in the prospective PDC elementary schools but there are none in Head Start. Potential bilingual staff are being identified for both Head Start and the elementary schools for next year. Bilingual/bicultural workshops have been held for staff members and additional training is planned for the summer.

> In sum, the Connecticut bilingual/bicultural program is depending heavily on Title VII funds, but a resource person will not be available for Spanish children who speak English and there will not be a person to coordinate bilingual/bicultural services between Head Start and the PDC schools. Another area of concern is that only School B presently has the pairing model where children receive instruction in both languages in their regular classroom. At School A and School C children are taken out of the classroom for bilingual instruction; this situation can only be changed if Title VII funds are received. Additionally, curriculum resources for bicultural instruction are unclear. Hopefully the PDC program will receive the Title VII funds and then will be able to pull the program together.

E. Analysis of the Planning Process

The Connecticut PDC program is a cooperative effort of many people who are trying to establish an entity consistent with OCD guidelines and at the same time satisfy the needs and pressures of the local staff, parents and school system. The formal structure of the PDC program can be seen in Figure 2.

The analysis and interpretation of this program is presented in the sections that follow in terms of a description of roles of the planning personnel, planning accomplishments and completion of planning activities, an overview and interpretation of salient features of the program as it stands at the end of the planning year and a description of the de facto definition of the program.

Description of Roles

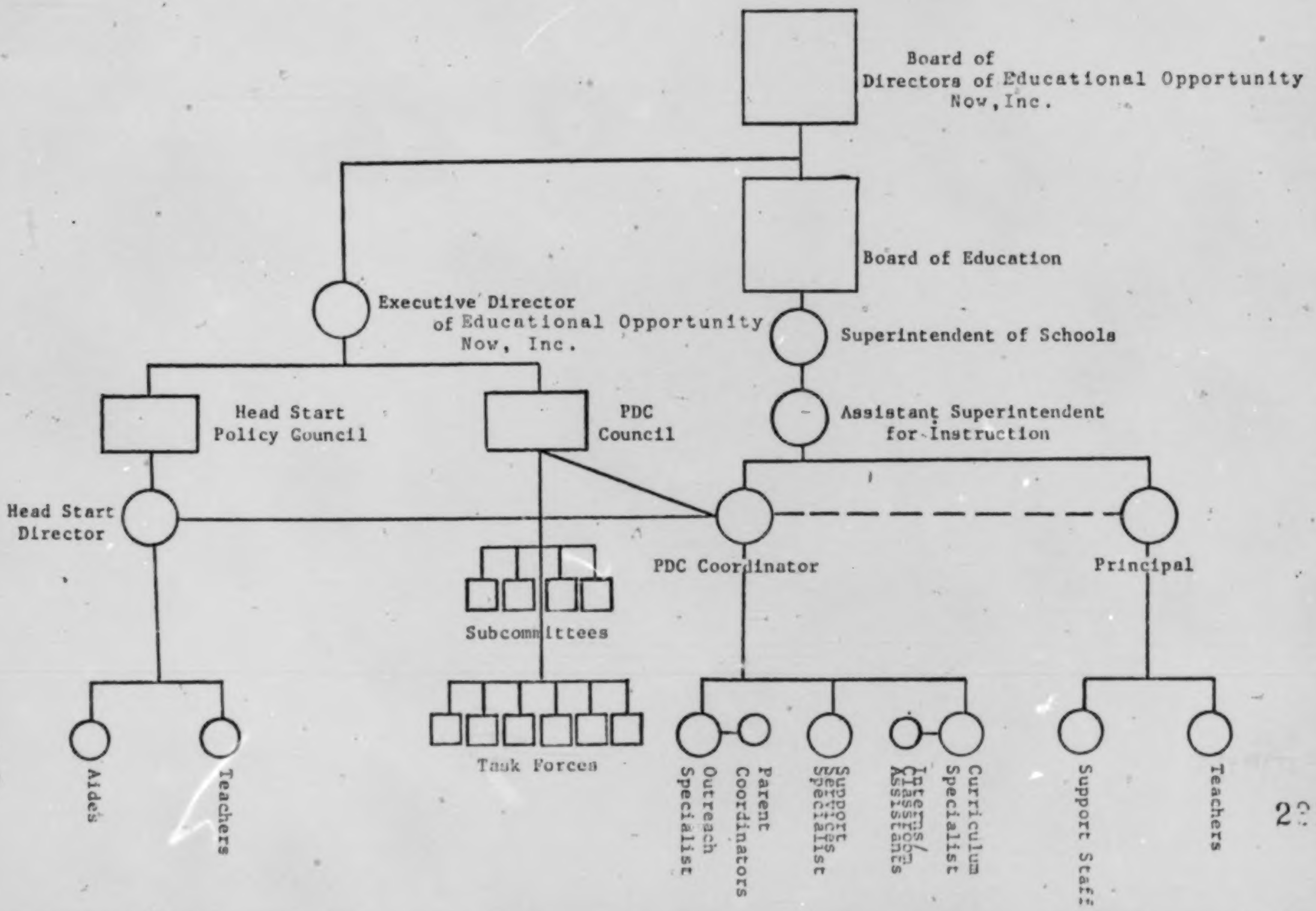
The planning of the Connecticut PDC program was carried out by professional PDC staff, central administration staff and parents. Their roles and activities can be delineated as follows:

- Early Childhood Supervisor/PDC Coordinator. As Head Start Director, she first heard about PDC when she was contacted by regional OCD officials and was asked to submit a proposal. Although she wrote the funding proposal, many people were involved in making the initial plans. When the PDC program was funded, she was appointed Early Childhood Supervisor on a half-time basis in order to continue as Head Start Director until a new director could be hired. She has been responsible for the organization and planning of the program during the planning year in cooperation with the PDC Council and central office administrators. Although the ECS has delegated authority, she has maintained leadership and has been a strong force in the accomplishments of PDC. She is knowledgeable about education in general and has wide experience with the state and local educational units. Consequently, she knows how and where to seek funds as well as consultants to best carry out the educational approach.

- Curriculum Specialist. The Curriculum Specialist was hired in mid-April 1975 and resigned 2-1/2 months later. She had previously been a Head Start Director and had a strong educational background. Her input was good but she hardly had time to do more than begin to plan a sound system for curriculum development. She spent considerable time

Figure 2

Formal Structure of the Connecticut PDC Program


Board of Directors of Educational Opportunity Now, Inc.
Board of Education
Executive Director of Educational Opportunity Now, Inc.
Superintendent of Schools
Assistant Superintendent for Instruction
Head Start Policy Council
PDC Council
Head Start Director
PDC Coordinator
Principal
Subcommittees
Task Forces
Aides
Teachers
Outreach Specialist
Parent Coordinators
Support Services Specialist
Interns/Classroom Assistants
Curriculum Specialist
Support Staff
Teachers

observing in classrooms, meeting with teachers and analyzing the current curriculum objectives, but had not documented her findings at the time of her resignation.

- Support Services Coordinator. The Support Services Coordinator has had many years of experience as a social worker and served as the Support Services Coordinator for approximately three months. At that time, support services were divided into two categories, medical/dental and mental health, and were assigned to two of the School Continuity Coordinators. She then became Facilitator for the Bilingual/Bicultural task team.

- The four PDC School Coordinators (A,B,C,D). Coordinator A has served as half-time Continuity Coordinator in parent involvement and half-time Head Start Adult Services Coordinator. She has been responsible for the planning and implementation of parent involvement for all PDC schools. She has had considerable experience in the field of adult education, has worked closely with the Parent Involvement Task Team in a leadership role and is very committed to the concept of parent involvement. Continuity Coordinator B is a half-time Coordinator for PDC from School B and is responsible for the facilitation of medical/dental services. Continuity Coordinator C is a half-time Coordinator for PDC from School A. She is responsible for facilitating the exceptional child component. Coordinator D is a half-time Coordinator for PDC from School C. She is responsible for facilitating the mental health component of PDC. All the PDC School Coordinators have been specifically concerned with planning activities and program resources in their respective components and all have worked directly with the people involved on the task teams, the PDC Council and in their schools.

- Consultants. The technical assistance consultant from Huron Institute has been very helpful in all areas of planning and has been particularly helpful with advice about budget and staffing patterns. All PDC staff related well to him and were very positive about his input. Consultants from the local community college, the University of Connecticut and the regional OCD office have provided moral support as well as technical assistance.

In addition, members of the PDC Council and task force teams have played key, substantive roles in planning this year. The PDC Council is made up of representatives from PDC schools, parents, administrators, and community representatives. The Council serves as a decision-making group in that it makes personnel decisions and every major budget decision. It reviews task team recommendations and makes final decisions. Every member of the Council is actively involved in subcommittee work and has the opportunity to serve on task force teams.

The working relationships within the Connecticut program have been very positive. Great effort has been expended to involve parents at all levels as well as other community people. At times it has been a difficult task to coordinate this heterogeneous group but the planning that has been done reflects the thinking of a cross-section of the involved professionals, parents and community representatives.

In sum, planning has been a result of the drawing together of a wide variety of people from many different levels of the community. All have been committed and dedicated to the concept of PDC. Working relationships have been cooperative and positive and directed toward common goals.

Planning Accomplishments by Component

During the PDC planning year, 23 out of 50 planning tasks were completed by June 20, 1975, 26 tasks were still in progress and would continue over the summer months, and one had not been addressed. Table 1 gives a component-by-component breakdown of planning task completions. Many of the completed tasks reflect the requirements of the basic structure of PDC (hire PDC staff, establish a PDC Council, involve parents in the process of decision-making) or reflect extensions of services that are already available through PDC-related institutions.

Administration. The component which shows the highest number of task completions is administration with 10 out of 12 tasks completed. The two tasks which have not been completed under this component deal with training.

Training. No tasks have been completed for training although all but one have been addressed and are in progress. It is possible that the large number of tasks in process is due to the fact that training at this site is designed to be an ongoing process.

Education and bilingual/bicultural. The education and bilingual/bicultural component have better than half their tasks completed and the rest in progress.

Across all the components only one task has not been addressed and approximately one-third of all planning tasks have been completed.

Table 1

Degree of Completion of Planning Tasks by Component

Component	Number of Planning Tasks	Complete	In Progress	Not Begun
Education	5	3	2	0
Training	5	0	4	1
Support Services	7	2	5	0
Parent Involvement	6	2	4	0
Administration	12	10	2	0
Handicapped Services	8	2	6	0
Bilingual/ Bicultural	7	4	3	0
COMPLETION TOTAL	50	23	26	1

Factors contributing to planning delays. Some factors which contributed to delays in planning and account for the many tasks still in process of being completed were issues that went beyond the Connecticut PDC program but required a great deal of time and attention from PDC staff. These included the possibility of closing a PDC school, a teacher strike and busing. They are described as follows:

- School closing issue. A redistricting study was made of schools in this site in relation to the requirements of racial balance, and there was a possibility that some schools would be closed. Some feared that one of these would be a PDC school, thus presenting the possibility of losing the entire PDC program or having to find an alternative school. In the end, however, the PDC schools were not affected.

- Teacher strike. The teachers in the site's school system worked without a contract during the 1974-75 school year. During March, April and May their dispute with the Board of Education became more pronounced and arbitrators attempted to work out terms for a contract for the next year. On two occasions the teachers came out on strike, finally winning a compromise contract. Feelings ran strong, and teachers were particularly upset that parents had manned the classrooms during the strike. Both the time and attention of PDC teachers were drawn away from PDC planning activities to the issues and events of the strike. The relationships between teachers on one hand and parents and administrators on the other suffered during this period. These factors interfered with PDC planning activities and progress.

- Busing. Since children are bused to school to achieve racial balance, the children who come out of the Head Start centers are distributed in a number of elementary schools. This procedure presented a special problem to PDC because it required the inclusion of an extremely high number of elementary schools as comparisons in order to follow the required 45 children for the evaluation study. The problem was of such magnitude that eventually the evaluation design had to be changed. Considerable time was required of PDC staff to help study alternatives to meet evaluation needs.

Other factors which hindered the planning process were PDC program issues which will also change staffing patterns in some areas during the implementation years. They are as follows:

- The change in coordinators for the bilingual/bicultural and developmental support services components;
- The uncertainty of obtaining funds for the developmental support services and bilingual/bicultural components and the large numbers of children requiring such services;
- The late hiring of the Curriculum Specialist during the planning year and her subsequent resignation after being a member of the PDC staff for only 2-1/2 months.

Planning Accomplishments by Type of Activity

A review of the completion of planning tasks based on the type of activity is presented in Table 2. All planning tasks were analyzed for the activity required and were placed in four major categories depending on their required central activity: coordination, review and assessment, administrative decisions, and program decisions.

Coordination. Included in coordination are all activities that involve developing timetables and schedules, arranging for inter-group communications and defining relationships among people and/or groups. Ten of the 16 coordination tasks have been completed and all have been addressed. More than half of the tasks in this category have been completed, indicating that overall program coordination has been emphasized and is strong and also suggesting that many of the linkages required for PDC implementation have been established.

Review and assessment. Review and assessment requirements include review of existing programs, review of program alternatives, surveys of resource people and services and assessments of needs or interests. Of eight review and assessment tasks six have been completed and two are in progress. The six completed concern assessing needs, surveying community resources and identifying bilingual/bicultural resources.

Administrative decisions. Of the 12 administrative decisions, four have been completed and eight are in progress. These decisions included hiring personnel, deciding on space and physical plant issues, budgetary issues and initiating specific program activities. The completed tasks under this category are primarily related to the hiring of staff, establishment of the PDC Council and submission of the proposal for the 1975-76 operational year. This indicates that the program organization has been firmly established.

Program decisions. Program decisions have proven to be the most difficult planning task. Included here are 14 policy-related tasks involving definitions of program goals, definitions of needed program materials, definitions of training content, and definitions

Table 2

Degree of Completion of Planning Tasks by Type of Activity

Activity	Complete	In Progress	Not Begun	ACTIVITY TOTAL
Coordination	9	7	0	16
Review and Assessment	6	2	0	8
Administrative Decisions	4	8	0	12
Program Decisions	4	9	1	14
COMPLETION TOTAL	23	26	1	50

of program plans for instruction and support services. Four completed tasks are recorded here, along with the highest number of in-progress tasks (9) and the one non-addressed task. It should be noted that the "non-addressed" task is a training task, i.e., training staff and parents in the instructional model. Since the instructional model has yet to be documented, plans are for this type of training to occur during the implementation year. Although the majority of these policy decisions have not been firmly defined, program directions have been decided and the shape of the PDC program in Connecticut is becoming apparent.

Summary. PDC planning in Connecticut has been complicated by the various local issues, ranging through school closings, strikes, and busing as well as some program-related issues. But almost all OCD-defined planning tasks have been initially addressed, and most coordination-related tasks have been completed. A sophisticated program organization has also been developed and is becoming functional. However, most policy decisions about the substance of the program are still being analyzed.

Program Interpretation

At the end of the planning year the Connecticut PDC program was confronting the necessities of implementation after having gone through many often unavoidable planning delays and problems. This section gives an overview of the program and an interpretation of both the positive and negative factors that have influenced the planning year.

- Late start on planning. During the first half of the year, the PDC Coordinator carried the responsibilities of both Head Start Director and PDC Coordinator. At the beginning of January a new Head Start Director was hired, thus freeing the PDC Coordinator for full-time work on PDC. At that point the PDC basic plan of work for the year was developed, and work assignments were made for each planning committee. However, only a couple of months remained for work to be done before materials had to be ready for inclusion in the 1975-76 proposal. The PDC Coordinator and other planning personnel felt that the time allotted was not adequate for proper planning.

- Local problems. As mentioned, the problems of teacher strikes, busing and school closing, funding and staffing issues have taken PDC staff time away from PDC planning. These factors have definitely contributed to the lack of progress in some of the planning tasks.

- PDC staff cooperation and competence. Each of the planning staff members is experienced and knowledgeable in his/her field. They have shown great personal interest in PDC and have established cooperative work relationships. They respect the PDC Coordinator and support her.

- Cooperation between Head Start, PDC and the school system. The PDC Coordinator maintains close contact and communication with staff from the Head Start program and the schools; she had previously established these contacts as Head Start Director. The close cooperation between PDC and Head Start is also demonstrated by the joint staffing pattern that they have; the two programs have tended to name joint coordinators for the various areas of work in education, support services and community involvement. These joint coordinators split their time between the two programs.

- Wide-based participation in program planning and decision-making. The PDC Coordinator and the PDC staff have consciously delegated much of the authority and responsibility for PDC program planning and decision-making to members of the PDC Council, the subcommittees and the task force teams. While inclusion of many people in planning ensures wide-based participation and is one of the strengths of the program, it also slows the planning process.

- Size of the program. The Connecticut PDC program is one of the largest, encompassing 1,500 children, 200 staff and four schools; approximately 100 people have been directly involved in the planning itself. For a program of this size, additional staffing needs exist, community and parent involvement is more complicated, and the delivery of special services to individual children requires more resources than smaller programs.

The De Facto Definition of PDC

PDC in Connecticut has developed an effective linkage system between Head Start and the elementary schools and has involved administrative-level personnel and teaching staff directly in planning. Although planned changes for the 1975-76 operational year focus on the needs of the elementary schools (in terms of additional support services, personnel and parent participation), Head Start has been supportive and closely involved.

In sum, Connecticut has an elaborate program organization that incorporates the participation of a broad cross-section of the people affected by PDC. Since it is a large program, it requires a complicated administrative/coordination structure. Consequently, the building of a responsive program organization emphasizing the ability to address long-range institutional change has been a priority goal of PDC planning.

PROJECT DEVELOPMENTAL CONTINUITY PROGRAM CASE STUDY

Florida

July 1975

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A. Introduction

Implementing Project Developmental Continuity (PDC) in southcentral Florida is both interesting and challenging for project staff. Many of the residents of the two cities involved in the PDC program are migrant farm workers who reside in these communities during the winter months to pick vegetable and sugar cane crops and then migrate north in May to harvest other crops. Around October, they return to their home towns. Although PDC staff are aware of the inherent difficulties in working with and involving migrant residents in the program, e.g., lack of parent involvement due to seasonal work commitments, they are hopeful that PDC will help migrant children make a smooth transition from Head Start to elementary schools.

Before reviewing the existing educational setting and describing Florida's progress in planning for Developmental Continuity, it is important to understand the context in which these activities are occurring. This introduction describes the communities in which the program is located and the events that led to the establishment of a PDC demonstration site.

The Community

Florida's two PDC communities are located about 50 miles west of West Palm Beach. Town A has a population of 5,000 while Town B has 12,000 residents. The ethnic composition of the two towns is similar with Blacks comprising approximately 54% of the population and Whites approximately 46%. Both towns are small, fairly modern communities with adequate city services. The crime rates in both towns are very low and criminal offenses, which are primarily committed by teenagers, are minor. The neighborhoods in which PDC is located are typical of both communities: housing is scarce and many of the homes are in need of repair. Since vegetables and sugar cane are grown in the area, firms associated with these industries are the major employers. In fact, 95% of area businesses are related in some way to agriculture (80% to growing crops and 20% to processing and marketing them). While there are no colleges or universities located in the immediate vicinity, junior college and university extension programs are available.

Although a PDC-type program has never been introduced before in either community, residents seem to have favorable attitudes toward federal funding programs, especially Head Start. This may be due, in part, to the fact that the schools and community seem to have established a good rapport.

The Origins of Developmental Continuity

A community action program (CAP) which is both the grantee and delegate agency for the Florida PDC project serves the migrant population in this area through a variety of programs including Head Start, job training, and social services. Because of its size, the county school district is divided into areas and its West Area is the participating school district for PDC.

The CAP Head Start coordinator first learned of PDC in May 1974 when an official from the regional IMPD office sent her information about the pilot program. The coordinator viewed PDC as a program that would facilitate the exchange of information between Head Start and the elementary schools and would provide follow-up services to Head Start children. She outlined the program to her staff for their input and received a favorable response. She then informed the CAP executive director that her CAP Head Start staff would like to be involved in PDC and approached the West Area school administration about their possible involvement in the program. West Area's director of instruction was interested in the idea of providing a link between Head Start and the elementary schools and it was on his recommendation that the county board of education agreed to participate in the program. His letter of recommendation specified the nature of the school district's involvement in three areas: (1) the school district has no financial or resource commitments to the program; (2) the school district will provide cooperative planning, staff consultants and assistance in helping to develop continuity in programs; and (3) school district participation will not interfere with regular staff assignments.

The coordinator and West Area representative made initial plans for the funding proposal and included the principals from the two elementary schools that were to take part in PDC in the proposal writing. The Preschool-School Linkages model was chosen because the Head Start and elementary schools were physically separate and each program wanted to maintain their own administrative structure.

B. The Educational Setting

The Head Start Program

CAP, Inc., a community action agency, administers the Head Start program and has 14 Head Start centers throughout south and central Florida which serve migrant children aged two through six. All the centers are small, rural, and physically isolated. The Head Start coordinator oversees the operation of all 14 centers. Her immediate staff includes a parent involvement specialist, a health specialist and three area program coordinators. Within the Head Start centers themselves, which range in student enrollment from approximately 22 to 70, there is a Head Start center director (head teacher), a teacher assistant and four to six teacher aides, depending on the size of the center. The two largest Head Start centers are participating in PDC.

The standard Head Start model is used at both centers. Town A's center houses 69 children and six adults and operates from 7 a.m. to 5 p.m. five days per week. Town B's Head Start program employs eight adults who serve 70 children during a 6 a.m. to 5 p.m. work day. Both local Head Start center directors have undergraduate degrees and one is a certified teacher. The average Head Start experience of the adults, including teachers, aides and assistants in each center, is two years. Other staff who are available to the centers, include a teacher director, three consultants from the Head Start office, an educational specialist, and a nutritionist.

According to the CAP coordinator, the educational philosophy of Head Start is to further the development of the total child, that is, to help each child develop socially, intellectually, physically and emotionally. Two curricula are used in the centers: the CAP Head Start Curriculum Handbook which outlines activities in the areas of language, music, art, science/math and creative movement, and the Southwest Educational Development Laboratory Curriculum, a sequential program of language, visual, auditory, and motor development. During certain parts of the day children are involved in teacher-directed activities as specified by the curricula, while during other parts of the day they can choose their own activity. At both centers, the children are divided into groups corresponding to their age and stage of development. Classrooms for the older children (4- and 5-year-olds) are organized into block, art, house, science, music and language learning centers. Some commerical materials such as blocks, trucks and other outdoor equipment, puzzles, library books and art supplies are in the classrooms.

Both center directors have time during the day (usually while the children are napping) for administrative work, planning and evaluation activities, and sometimes, demonstrating lessons for the next day to their assistant and aides. The teacher aides within each classroom also plan and evaluate daily while the children are napping and take turns teaching specific subject areas. The classroom adults record the progress of individual children three times per year on the Child Progress Profile sheets used at all CAP Head Start centers. These sheets record children's status or progress in the following areas: self-concept development, physical development, emotional development, language, perception, reading, number, and science.

According to the Head Start parent involvement specialist, parents at the local level are not involved in planning the educational program. Rather, the Executive Parent Advisory Council, containing representatives of all 14 CAP Head Start centers, acts on such matters. However, newsletters, monthly center PAC meetings, and teacher/parent conferences are vehicles for keeping parents informed of local Head Start activities. As noted earlier, many of the Head Start parents are migrants and because of their seasonal work schedules, cannot become heavily involved in Head Start activities. However, some parents do act as classroom volunteers. In addition, parents at one of the centers have scheduled activities such as banquets and carnivals to raise money for field trips and other center expenses.

Head Start program staff have been in contact with the following community resource agencies which provide services to Head Start children and their families: food stamps, medicaid, public and mental health clinics, welfare department, day care or child care programs, housing authority and state employment offices. The Head Start program views itself as serving the entire family and therefore offers a full-day program for children aged two through five, which includes breakfast, lunch, and morning and afternoon snacks.

The Elementary Schools

There are two elementary schools participating in PDC. School B, located in Town B, is the smaller of the two, housing four classes each of kindergarten, first and second grade and five classes of third grade, while School A houses four kindergarten classes, seven first grade classes and six classes each of second and third grade. In addition to size, years of teaching experience differentiates the schools; teachers at School A average 16 years of teaching experience and School B's teachers average six years. In both schools there are two adults in the kindergarten classes making a child-adult ratio to approximately 13 to 1. For the most part, the teacher is the only adult in first, second, and third grade classrooms and the child-adult ratio varies by grade and by school from 23 to 1 to 30 to 1.

School B's support staff include a principal, two bilingual aides, two counselors, staff from the schools' special education center, and a part-time nurse. The principal at School A stated that his support staff included administrators, consultants, and special services people. The educational philosophy of the elementary schools is similar to that of Head Start--to provide an educational program which will enhance children's social, intellectual, physical and emotional development. According to teachers' descriptions of their school day or routine, it seems that the focus is academic with children either in large or small groups working on a subject matter area (e.g., science, math, reading, and so forth). For the most part, the teacher chooses and directs the ongoing classroom activities.

School B parents participate in the school program by serving on the parent advisory council. At School A parents are involved in a variety of school activities and help with shows that students put on. In addition, there is a school committee composed of two students, the principal and 13 parents which meets four times a year and advises the principal on the educational needs and interests of the community. Acording to information from the teachers interviewed by members of the evaluation team, parents of School B children seem to be more involved in school activities than School A's parents. A School A teacher who was interviewed said that parents, through their own choice, are not involved in planning the educational program and are not involved in any school activities. A School B teacher, on the other hand, stated that parents in this school are involved in planning the educational program to the extent that they serve on the parent advisory council and that some parents are employed in the school as aides and others help in the classrooms on a volunteer basis.

The elementary schools are similar in that they each try to obtain a complete medical and developmental history on each child when he/she enters school and also provide various health screenings. In addition, the schools see that dental examinations and dental care are provided to children who qualify (migrant children and medicaid recipients). Organized health education programs for staff and children are in effect at the two schools and each has mental health professionals available on a consulting basis and utilizes community mental health resources.

School A has no procedure for providing counseling services to families, emergency medical assistance, or information to parents about available community services. School B does, however, send counselors to families who have special problems and sends monthly letters to parents to inform them of available community resources.

School A, through its lunch program, attempts to provide 1/2 to 2/3 of the daily nutritional needs of children as does School B through their breakfast and lunch programs. As mentioned, School B has a comprehensive special education program which serves the district's handicapped and exceptional children. In addition to using these services, School A has two special education teachers who work with children who are mainstreamed for one-half of the school day. Each school participates in an ESEA bilingual program and has two instructional aides. Teacher evaluations are carried out by the school principals and by the West area supervisory staff.

In sum, the two PDC elementary schools have the same educational philosophy--to help children develop in all areas. School A is the larger of the two, yet the kinds of services it provides to students are fairly similar to School B's services, with the exception of School B's special education center. Both principals are enthusiastic about PDC and have devoted considerable time and energy to the program, both as PDC council members and as subcommittee chairpersons. It is their hope that PDC becomes operational and provides a link not only between the Head Start program and their schools but also between parents and the schools.

The Relationship Between Head Start and the Elementary Schools

According to the PDC coordinator the major causes of developmental continuity in the area are those stated in Florida's proposal and include: (1) lack of assigned staff to serve as liaisons between the schools and Head Start to do planning, on-site visits, etc.; (2) the lack of elementary school understanding of many of the Head Start programs, and vice versa; and (3) the lack of parent participation in both Head Start and the elementary schools.

The administrative structures for both organizations, i.e., CAP and the school district, are similar with authority delegated at various levels (e.g., CAP coordinator's staff → CAP coordinator → CAP executive director → CAP board of directors; school staff → school principal → area superintendent → superintendent → board of education). Since a congenial relationship already exists between the Head Start agency and the school board, no serious conflicts are anticipated. However, resolution of all conflicts will be the responsibility of administrative staff. For the most part, communication between the Head Start staff and elementary school staff has been informal and infrequent. With the establishment of the PDC council and its committees, however, regular communication is now occurring.

Although the educational goals of the two programs are similar, their programs differ in terms of content and teacher direction. The elementary schools are more academically oriented than Head Start and children have less opportunity to choose activities themselves, i.e., the teacher structures the day for the children at the elementary level. Head Start teacher/aide training is more frequent and comprehensive than that in the elementary school. According to the CAP coordinator, Head Start training is more flexible in two respects: (1) training involves giving staff a variety of classroom methods, approaches, and procedures and then letting staff members use those they feel most comfortable with, and (2) the training program has to meet the individual needs of Head Start staff who have no formal training when they are hired. The elementary school training consists basically of specialized techniques such as behavior modification, meeting the needs of bilingual children, and instructional workshops.

Head Start parents, through their membership on the Head Start PAC, play a major role in decisions regarding curriculum, staff hiring, center operational hours, etc. Elementary school parents, on the other hand, serve only in an advisory capacity on councils set up for this purpose. The amount of support services children receive also differentiates the two programs. Head Start provides comprehensive medical and dental services to all children but the public schools are not able to offer these services to all students.

With respect to services for handicapped children, the CAP coordinator stated that children are referred by Head Start teachers for screening and diagnostic testing, after which a decision is made concerning the best way to meet the child's needs (last year six handicapped children were in the Head Start program). Head Start staff members have received some training in this area, thus increasing their ability to provide the necessary services for handicapped children. School B serves the area's handicapped and exceptional children through their special education center. Although the CAP Head Start program serves bilingual children, children at the two PDC Head Start centers are Black (no bilingual children attend). As stated, a limited ESEA program utilizing bilingual staff is being used in the two PDC elementary schools.

It appears, then, that with the advent of PDC, Head Start and school administrators are communicating on a regular, formal basis. The services each provides vary somewhat, with parent decision-making power greater and support services more comprehensive in the Head Start program than in the elementary schools. However, the educational goals of the two programs are similar. And both the CAP coordinator and the elementary school principals view PDC positively, seeing it as providing continuity between the two programs not only in curriculum but in other important areas as well.

C. Opinions and Attitudes of Program Personnel

Interviews were conducted with the PDC coordinator, the two PDC elementary school principals and the director of instruction for the school district. Respondents were asked to give their personal evaluation of the success of program planning this year and their anticipation of implementation success next year. Respondents were also asked to identify the factors or forces that had most contributed to the shape of the PDC program up to this point. Short, paraphrased summaries of the responses of three of these persons are reproduced below to provide a direct expression of their concerns and interests. The concluding section analyzes the patterns of opinion that emerged in the responses of all four persons as they discussed the Florida PDC Project.

PDC Coordinator

When asked which components had been most successfully planned this year, the PDC coordinator named developmental support services and services for the handicapped. *Many of the resources already exist for the support services component, and the component committee was successful in tapping them, especially in Head Start. The work on services for the handicapped was successful because of the pre-existing knowledge and experience of the people working on the component, particularly the component chairperson.*

She said that the least successful component had been bilingual/bicultural education. *It was an error on the part of someone that this component was originally left out of the planning process and nothing was done. Now a committee has been named and work is beginning.*

She said that the role of the PDC council during the planning year had been to set priorities for committee work and then to review that work later. By setting up the component committees the council was planning the work of the components. *The work of the component committees had been that of writing the plans for implementation for next year and compiling a list of possible consultants; this work was submitted to OCD.*

The PDC coordinator thought that the components which would be most successfully implemented next year would be education and support services. *Actually, all components have been effectively planned and all should be successfully implemented. Education has been successful because of effective planning by the people involved in the program.* She said the same was true for support services.

When asked what problems were anticipated in implementing the various component areas next year, she responded,...*I do not expect any severe problems, but a few minor problems may require some adjustments during the year.* She envisions her role in the PDC program next year to be similar to her present role--coordinating program activities.

When asked what had been the major forces or factors that had influenced the activities of the PDC planning year, she replied that there had been nothing major because there had been no significant problems. She said that she would like the PDC program to accomplish next year the goals and objectives outlined in the PDC Guidelines through effective planning and training.

School B Principal

The School B principal is also the chairperson of the PDC handicapped component. She thought that the most successful planning had occurred in the component areas of handicapped services and parent involvement. *Though parent involvement did not reach as many parents as anticipated, the core of parents involved with PDC and the various subcommittees were still able to express significant parental needs for the program. The initial hard work in planning will assure success in this component. The planning success in the handicapped services component is attributable to the considerable research available to the program, the existence of the special education center at School B, trained staff, and the interest of persons on the committee in special problems of the handicapped.*

The principal indicated that she was not familiar enough with the planning activities of the other components to make a judgment about their relative success or lack of it in planning.

When asked about the role of the PDC council, the principal said that it *has provided a general foundation on which to build the various program components and has provided expectations of outcomes to be achieved from the various component activities. As far as the handicapped services committee is concerned, it has set the major objectives and planned for appropriate activities and resources in this area.*

She identified two major factors and influences of the planning year: the good relations among staff from institutions in the local area and effectiveness in planning.

In terms of implementation the principal thought that the education and handicapped components would be the most successful since planning in these areas was going so well. *No major problems are anticipated during the project implementation year although there may be special needs for the training aspect of the program. There is a real need for urgent training in the Head Start centers to introduce techniques and use of special equipment within the daily program.*

The respondent sees her role in the PDC program as a dual one: as principal of a participating elementary school and as chairperson for the PDC handicapped committee. In the first role as principal, she indicated that she could get resources and provide support and training as needed within the area of handicapped services. As chairperson she can participate directly in the program in helping to set objectives, arrange for activities to meet them and serve the Council and staff as needed.

The principal sees PDC as the...*realization of a dream of many years. I have been interested in the Head Start concept for many years and was saddened by the apparent discontinuity in the regular school program. The fact that PDC attempts to provide services for all children and all segments of the population will be gratifying in terms of what PDC can accomplish.*

Director of Instruction for the School District

The director of instruction for Region Three serves as the school board representative to the PDC council.

The director stated that in his opinion...*the parent involvement component has been the most successfully planned component. Planning in this area has made possible a tremendous increase in community representation. To be even more specific, the community representation committee of the parent involvement committee has accomplished the feat of bringing CAP and elementary school administrators to the same conference table, thus causing inter-communication and discussions centered along the same wave length. The major factor that contributed to the success of this component has been the interchange of cultural activities, i.e., two-way communication between top school policymakers and Head Start administrators. Although school support is minimal, it is much more fluid and supportive for this project than it has ever been.*

He went on to say that the component they have had least success in planning for has been administration, especially personnel and budget. *This is primarily due to the unfortunate fact that at program initiation, there was little or no communication between the regional director of the public school system and the PDC coordinator, staff and council. The major obstacle to successful planning in this area has been miscommunication and misunderstanding by the school board of PDC's underlying philosophy and conceptual framework and the intent of the project at the local level. The powers that be have not been adequately oriented.*

In the area of planning by the PDC council, the respondent is both satisfied and optimistic. *The PDC council conducts regularly scheduled weekly meetings and the component committees are working arduously at planning year activities.*

He further stated that the component to be implemented most successfully next year will be that of education. *Committees have been created and are working toward the selection of and consensus on an instruction management system that facilitates individualized instruction and an appropriate curriculum.* Even though education was seen as being most successfully implemented, the director saw no problems in implementing any of the component areas next year. He will continue in his role of school board representative to the PDC council next year.

The director admits that...*there have been problems in the areas of administration, coordination and communication, but with a more coordinated concentration of well-planned effort, these areas will be well on the way to healthy convalescence. Moreover, the conferences sponsored by PDC to fully explain the concept of developmental continuity have been invaluable. I personally feel that PDC is the mechanism to truly effectuate the much-needed link between Head Start and the school system.*

Summary

The responses of the four interviewees regarding their interpretations of the PDC program at the end of the planning year activities are summarized below. Since the four people interviewed were the PDC coordinator, the two elementary school principals, and the director of instruction for the school district, the views are primarily those of career educators.

There was little consensus as to which components had been most successfully planned. The three educators named the parent involvement component as being well planned and attributed success in this area to the hard work of committee members. The principal, who is chairing the education committee, thought education planning was successful and the principal, who is chairing the committee on handicapped services, named her area as being successful. In both cases successes were attributed to the work of committee members.

The unsuccessful components identified were bilingual/bicultural by the PDC coordinator (explained by confusion over guidelines), administration by the director of instruction (mentioning lack of communication), and parent involvement by one principal (explained in terms of lack of PDC program direction). The other principal did not identify any components as being unsuccessful, saying that she knew only about progress in her own component area and could not evaluate the others.

The definition of the work of the PDC council by the PDC coordinator and by the principal of School B was that it set the framework for the work of the component committees, and the coordinator went on to say that it reviewed the work of those committees. The principal of School A said that the council had done little more than listen to the reports from the committees. The director of instruction, who serves on the council, said nothing other than that it met once a week (records indicate that it meets monthly or bimonthly).

The definition of the work of the component committees by the PDC coordinator is that they identified implementation processes for their respective components for next year. No other respondent defined the activities of the committees, other than to say that some were well attended.

The anticipation of good implementation for next year was focused on education and handicapped services. The PDC coordinator, the director of instruction and the School B principal each thought that education would be effectively implemented. The reason given was that the committee was moving toward the selection of a curriculum, and when that was done the work of the committee would be successful. The two principals thought that handicapped services would also be successful because of previous training and the existence of good facilities and resources.

Few potential problems in implementation were expected. The School B principal said that problems might be present in the training of Head Start personnel and the School A principal anticipated a number of problems emerging from the lack of overall coordination of the PDC program (but he did not name specific ones).

None of the interviewees anticipated any changes in their roles for next year. The School A principal said that he would incorporate PDC as one of the programs of his school. The School B principal said that she would do the same and would also try to obtain additional resources and provide support and training for the program. The PDC coordinator said that she would continue to coordinate the overall program. The director of instruction said that he would continue to attend the meetings of the PDC council.

Major factors identified as shaping the Florida PDC project included "lack of direction" (mentioned by the School A principal), "good relations" and "planning" (mentioned by the School B principal) and "personal conferences" (cited by the director of instruction).

When asked to define their personal goals for the accomplishments of the PDC program in Florida the four interviewees responded as follows:

- PDC coordinator: To achieve the goals stated in the PDC Guidelines.
- Principal of School A: To develop children's social competencies.
- Principal of School B: To provide services for all children.
- Director of instruction: To link Head Start and the schools.

D. The Planning Process

Arrangements for Planning

PDC staff consist of the PDC coordinator, the developmental support services (DSS) coordinator, and a secretary. Both the PDC coordinator and DSS coordinator were hired in September 1974 by the CAP Head Start coordinator. The PDC coordinator's previous experience includes preschool teaching and community work. The DSS coordinator, a native of the area, was hired because he is knowledgeable about local problems and is familiar with the community and community service agencies. However, his experience in the support services area is extremely limited. The parent involvement coordinator was hired in mid-May 1975.

PDC council members were recruited by the elementary school principals and teachers, Head Start PACs, and West Area office administrators. The PDC coordinator views the PDC council as both a work group and an advisory body. Currently, the PDC council is divided into committees which cover various component areas: education, support services, parent involvement, administration (including personnel and budget), and handicapped. Training activities are incorporated into each of these committees. An executive committee has also been formed, consisting of the PDC coordinator, the PDC council chairperson (a member of the West Area administration office), and the chairpersons of the five committees.

The overall responsibility of each of the committees is to review the planning tasks outlined in the PDC Guidelines and work toward their completion or implementation, whichever the case may be. As such, the committees are the working force for PDC. The committee chairpersons have been consistently up-to-date on the progress of their respective committees, and they have presented reports of their committee work at the monthly PDC council meetings. However, the PDC coordinator has not always been aware of the current status of each committee, and as a result, program coordination has suffered.

The relationship of the PDC council to the various bodies, e.g., CAP, the school district and Head Start PAC, was clarified in January due to action by the school district's liaison between the area board of education and the PDC program. He was uncertain about the relationship and called a meeting in January 1975 that involved the CAP executive director, the CAP Head Start coordinator, the PDC coordinator, and the PDC council chairperson. During this meeting the liaison made it clear that the PDC council was an advisory body reporting to him and that he would accept any reasonable council actions. Thus, the relationship of the PDC council to the administrative bodies is an advisory one, not policy-making.

At the time of the first site visit, the PDC coordinator stated that the involvement in the PDC planning process of the national OCD and regional IMPD offices consisted of reviewing the program's guidelines with the PDC staff and discussing Florida's plans concerning these guidelines. Thus, their involvement seemed to be more of a monitoring nature than a consultant/assistance nature. It appeared that the PDC coordinator involved the technical assistance consultant more closely in the planning process and was using him as a resource. His input has included: (1) clarifying and explaining the guidelines to the PDC council; (2) providing literature on other educational programs and models; and, (3) helping to develop an organizational chart for the PDC council. Another aspect of his role is to discuss planning with the PDC staff and facilitate their access to necessary materials and other outside contacts.

Planning Year Activities

This section of the case study summarizes the accomplishments of the project on planning activities during the planning year. For convenience, this description is organized into two parts by program component. Part 1 covers activities from the beginning of the project through the first site visit by the evaluation team, and part 2 covers activities from that date through the end of the school year. Where there is overlap in the planning tasks set forth in the program guidelines, a discussion of a particular activity will be under the component with which it seems to fit best. Additional information on these planning activities, with special reference to compliance with guidelines, can be found in the monitoring report.

Administration, through January 1975. As mentioned above, the 20-member PDC council was established in October 1974 and formally contains representatives from the following five groups: parents of Head Start and school children, the Head Start policy council, Head Start and school administrators, Head Start and school staff, and community representatives. By January an organizational chart for the council was being printed and by-laws were being written by the council's executive committee. The council serves as an advisory group to both CAP and the school district; both bodies will adhere to council decisions unless they violate a CAP or school district policy.

Although the PDC coordinator indicated that program goals and objectives had been discussed in general at PDC council meetings, no specific program goals, objectives or priorities had been established at the time of the first evaluation visit and only a general timetable had been set up. According to the PDC coordinator, each committee planned to establish a timetable and priorities for their particular component area, but there was no general plan for linking all PDC components nor was there any indication from the coordinator as to how this plan would evolve or what would eventually be included in it. In addition, no plans had been made for training administrators and teachers in working with parents, or for training parents in basic decision- and policy-making skills. However, the PDC coordinator anticipated that such training would occur in February and March 1975.

The PDC coordinator had started to involve both preschool and school personnel in program and budget recommendations for the PDC implementation year. During a January meeting involving school district, Head Start and PDC staff, curriculum and resource issues were discussed. In addition, she planned to hold a budget training session in mid-February to address the following issues: (a) how to set up a budget, (b) what needs have to be assessed in writing a budget, and (c) procedures for putting a budget together. PDC proposal writing for the operational year was scheduled to begin in March and be completed in April 1975.

Administration, February to June 1975. Planning in this area during the second half of the start-up year has been minimal. In accordance with the guidelines, letters of agreement have been received from the grantee (CAP) and the elementary schools to spell out their relationships to the PDC council. (The composition of the council has been described above.) All PDC staff have been hired with the exception of a curriculum specialist who will be hired during the implementation year.

By June, each component committee had defined its goals for planning, and the overall program goals, objectives and priorities had been outlined but still lacked specificity. A tentative PDC timetable has been written, but it does not provide for the logical completion of all the tasks. And, while a coordinated plan for all components has been initiated, it is unclear and undefined. No training sessions have yet been set up for either parents or administrators on parent involvement. Contact has been made with the school system office which administers Title I, III, and VII programs, but no additional funds for PDC services have been identified through this source. The proposal for 1975-76 has been prepared and submitted to OCD.

> In sum, the basic program structure for the Florida PDC program was established by the end of the planning year and the 1975-76 proposal was prepared on time. However, goals, coordinated plans, and other specific program decisions were either not made or lacked specificity. Plans for the completion or clarification of these key tasks were vague.

Education, through January 1975. The education committee, composed of an elementary school principal, two elementary school teachers, one elementary school parent, a Head Start center director and the developmental support services coordinator, began meeting in November 1974. By January, members had examined various educational approaches and had reviewed the different curricula used by Head Start and by the participating elementary schools. In addition, the coordinator stated that the committee planned to review the Dale Avenue Curriculum. Although curriculum development was still in process at the time of the first evaluation visit, the chairperson of the education committee anticipated that the PDC curriculum would be an integration of the current Head Start and elementary school curricula, since many of the elementary school's goals and objectives are mandatory under state, county or area regulations.

After curriculum decisions are finalized, PDC staff plan to make the necessary changes in staffing patterns and room arrangements and to decide on what additional staff, if any, will be needed. Because the curriculum hadn't been specified yet, no diagnostic and evaluative system for individual children had been developed, nor were there any concrete plans for individualizing instruction. The coordinator planned to use the technical assistance consultant for help on these tasks.

Regular communication between a few Head Start and elementary school teachers, parents and administrators had taken place through PDC council and committee meetings (currently four parents and six teachers serve on the PDC council). The coordinator planned to set up a schedule in February which would facilitate communication between more parents and teachers. Teacher visits to other classrooms began in January 1975 when Head Start teachers visited kindergarten classrooms; elementary school teachers were, in turn, to visit the Head Start centers.

Education, February to June 1975. As mentioned in the first part, classroom staff, parents, and administrators were involved in discussions on the educational approach and curriculum, but there was disagreement among the planning personnel as to whether such communication was ongoing.

The School A principal and chairperson for the education subcommittee described the broad educational goal of the Florida's PDC project as "providing the skills to develop social competencies within all children." He assumed that this would be accomplished through some type of behavior modification technique. Some programs had been reviewed by his staff and subcommittee members but no final selection had been made by the time of the second evaluation visit. Little attention had been given to the special adjustments needed to adapt an early elementary curriculum to the Head Start program. The curricula being examined by program personnel are primarily basic-skill-type instructional units and very few, if any, incorporate materials for three- and four-year-old children. An elementary level commercial curriculum must first be chosen before the Head Start adaptation can be made.

The School A principal hoped to conduct curriculum workshops during the summer for Head Start and elementary staff members, but no dates or content had been defined at the time of the second evaluation visit.

During the first evaluation visit, the PDC coordinator mentioned plans to facilitate communication and contact between teachers and parents and between elementary teachers and Head Start teachers. However, by the end of the year the planning personnel were criticizing the coordination of the program because there was little or no contact between administrators, teachers, and parents.

No diagnostic or evaluative system has been developed and this activity will be delayed until after the selection of the curriculum.

> In sum, the formal requirement of involving people in the discussion of educational issues has been met, but it appears that the necessary working relationships have not been formed or effective communication channels established. While curriculum materials are being reviewed for possible use next year, it is doubtful that the necessary curriculum decisions and changes could be made by this fall.

Preservice and inservice training, through January 1975. Since the educational approach had not yet been selected, the majority of the planning tasks for this component had not been addressed at the time of the first evaluation visit. Thus, staff training had not started, consultants and/or training institutions had not been contacted about possible involvement in the training nor had inservice training in individualized instruction and the teaching of age-appropriate basic skills been initiated. The PDC coordinator was going to involve the technical assistance consultant and local educational consultants in planning the training program.

Preservice and inservice training, February to June 1975. Early in the planning year it was decided to treat training as an integral part of each of the other components rather than as a separate activity. But OCD rejected this plan and requested the local project to address the issue as an individual component in their implementation year proposal. The second evaluation team learned from the PDC coordinator that she intends to conform to OCD's request, but she still had not established this component by the second site visit. Planning activities in this area still appear to be extremely sketchy.

Neither teaching staff nor parent volunteers of the preschools or elementary schools received training during the planning year in a developmentally continuous educational program and no schedule for such training has been established. Since the educational approach to be used in PDC has not been chosen, no training can be defined to relate to it. Current preservice and inservice training practices have not been reviewed. No training institutions have been selected to provide needed training, but in April a consultant from George Peabody College for Teachers made a presentation on early childhood education for local teachers. It is not clear whether the information from her presentation directly relates to the program that PDC will be developing. No training has been conducted in the area of individualized instruction, and no diagnostic or evaluative system has been selected.

A list of names of people in southern and central Florida who have educational expertise in appropriate areas and who could be available for conducting training sessions has been prepared. The possibility of summer training sessions was discussed by the committee, but final plans were not made at the time of the second site visit.

> In sum, no training was done this year as part of PDC. Training content was not identified. Although the possibility of summer training was discussed, time constraints and summer vacations suggested that it would be impossible for the project to accomplish all these training tasks by this fall.

Developmental support services, through January 1975. As mentioned above, the developmental support services coordinator was hired in September 1974. He was originally hired as a curriculum planner (he is still a member of the education committee) and only recently became coordinator for this area. Thus, in January he knew little about support services planning tasks; information on this component was provided by the CAP Head Start coordinator.

According to the CAP Head Start coordinator, the medical, dental and nutritional needs of Head Start children were being assessed; those identified at the time of the first site visit included a need for iron supplements and for food and clothing. The support services committee had recommended that the elementary schools also start a needs assessment in these areas but no action on their part had been taken by January. The members of the support services committee were aware of community resources which were available to meet the needs of children and the coordinator had scheduled a meeting with representatives of the various social service agencies for mid-February to discuss PDC, solicit community agency support, and establish communication links. She hoped to have definite plans for utilizing community services by April 1, 1975. If there were any gaps in services after these agencies had indicated their proposed involvement, the coordinator planned to fill them by allocating budget funds for that purpose.

The committee had also reviewed the record-keeping forms used by Head Start, the elementary schools, and other agencies and planned to develop a standard form that would be acceptable to all these groups. The committee planned to recommend to the PDC council that an aide be hired in the fall by each school and center to keep and coordinate updated records.

Developmental support services, February to June 1975. Progress in this component area has centered on the development of a list of community resources to meet the needs of children and families within the program. These agencies have been contacted and agreements have been received from them to provide services as needed. The CAP Head Start coordinator worked closely with the component coordinator to develop these contacts, thus taking advantage of her previous Head Start experience. Yet to be accomplished is the completion of the needs assessment for children in the participating elementary schools. The DSS coordinator indicated that this work was still in progress and would not be completed until the fall. We have noted that development of a system to coordinate direct services and referrals was underway. The 1975-76 proposal requests funds for aides who could keep records for each school and center thus facilitating communication and referrals.

At the time of the second evaluation visit, no funds had been located or allocated to fill gaps that might exist in services and no plan had been finalized for sharing record-keeping or transferring records between preschool and school.

> In sum, the community resources available to the PDC program have been surveyed and contacts made for their services. However, the needs assessment, referral system, and record-keeping system were not in their final form.

Parent involvement, through January 1975. At the time of the first site visit, parent participation in the PDC council was limited to four parents, each of whom represented one of the elementary schools or Head Start centers. These representatives were responsible for informing members of their respective groups about PDC events and progress and for soliciting their involvement.

An eight-member parent involvement committee was formed in November 1974 and was comprised of teachers, parents, and Head Start staff. The committee intended to hold workshops for parents in the following areas: child development, availability and use of community resources, parent-child activities that will contribute to a child's development, and career education. The parent involvement committee had not yet defined classroom roles for parents' needs, developed a system for informing parents about their children's educational experiences, or planned for or provided any training for parents.

According to the committee's chairperson, the PDC council and committee meetings provided opportunities for communication between Head Start parents and elementary school parents. However, as noted, few parents have been involved in these groups; no joint meetings involving the elementary school parent groups and the Head Start center committees had been held. To rectify this situation, the PDC coordinator planned to start a monthly newsletter which would facilitate such communication and she also planned to set up a calendar of activities that would involve parents from both the elementary schools and Head Start centers.

A parent involvement coordinator was to be hired by mid-February 1975 with the PDC council and PDC coordinator making the final staff selection.

Parent involvement, February to June 1975. Instead of in mid-February, the parent involvement coordinator was hired in mid-May. She has primary responsibility for planning this component area and will coordinate her work with the parent involvement committee.

Parents have continued as members of the PDC council and component committees. Since the last evaluation team visit, members of the parent involvement committee have met with parents and have started to assess some of their needs for special programs and training. Due to the late start in arranging for meetings with parents on a regular basis, no plan has been developed for a meaningful classroom role for parents in Head Start and the elementary schools, nor has relevant training in policy- and decision-making for parents been arranged. PDC staff members and teachers mentioned the difficulty of involving parents because of their agricultural work, particularly its seasonal nature. However, others suggested that this was not a real issue since most of the parents resided in the area permanently from October to either March or April.

No assessment has been made of parent needs or interests in special adult programs, nor have plans for such programs been elaborated.

> In sum, little formal work was accomplished on parent involvement during the planning year. Although parents are serving on the PDC council and on the committees, no involvement was planned or arranged for them in the classroom. Hopefully, the new parent involvement coordinator will facilitate more adequate planning, but it will have to occur during the implementation year.

Services for handicapped children, through January 1975. The six-member handicapped committee, chaired by the School B principal, had addressed all of this component's planning tasks by January. The committee had recommended that participating schools and Head Start centers conduct a survey to determine the number of handicapped children and to assess their needs. Head Start staff conducted such a survey in April 1974 and School B staff were in the process of conducting their survey, but no plans had been made to conduct such a survey at School A.

By January, committee members were familiar with community resources which were available to meet the needs of handicapped children and had produced an extensive list of such agencies, clubs and organizations. The committee chairperson felt that most of the services would be provided through School B's special education center, although the committee planned to contact other resources regarding services and funds if necessary.

The committee had developed and recommended to the PDC council a continuous service system for handicapped children which consisted of: (1) continuous use of testing, (2) detailed record-keeping procedures, and (3) use of prescriptive training. The aim of the system is to mainstream children into regular classrooms whenever possible.

Committee discussions also centered on developing a plan for providing special, individualized services within the regular classroom. At the time of the first site visit, the plan included the following three steps: identifying a program and materials to be used, training staff, and identifying special personnel. The handicapped committee intended to focus on the development of this program, the selection of relevant diagnostic and classroom materials and equipment, and the development of a record sheet for each child on which to note progress in perceptual motor development. When plans become more specific, necessary activities will be closely coordinated with the education committee.

Services for handicapped children, February to June 1975. As mentioned above, an extensive list of resources was identified for services to handicapped children who will participate in the PDC program. The list includes the special education center at School B which can provide facilities and staff to meet the project's objectives under this component. A survey to determine the number and kinds of services to be provided during the year has been initiated but has not been completed. No specific arrangements for hiring special staff or making necessary physical changes were made since these must be based on the unfinished project needs assessment.

Although committee members anticipate completing planning by the fall, they are still in the process of planning for their continuous service system for preschool and early primary years and for the provision of special individualized services. So far, these planning activities have not been directly coordinated with the education committee.

Some training sessions have been held for teachers at School B, but it is unclear whether these were designed for PDC needs or for the needs of the special education center. Other teachers who have been invited apparently do not usually attend.

> In sum, the PDC program has been able to draw upon the interest of the principal of School B and her experience in the school's special education center. Local resource agencies have been identified, and plans have been forumulated for individualized classroom services for handicapped children for next year. However, no special arrangements were made to insure the delivery of such services, and little teacher training has occurred.

Services for bilingual/bicultural children, through January 1975. Florida PDC staff did not realize, until they attended the Tucson conference, that they were responsible for implementing this aspect of PDC. Since none of the Head Start children were bilingual, they assumed this component would not apply to their site. However, they were informed during the conference that since PDC elementary schools served bicultural children, this component was a necessary part of their program. Because of this misunderstanding, the bilingual/bicultural planning tasks had not been addressed and were scheduled to begin in March 1975.

Services for bilingual/bicultural children, February to June 1975. During the last half of the planning year, work began on bilingual/bicultural services. Interested people began to meet, although by the end of April the PDC council had not yet officially formed a committee to work on this component area. By the end of May, the bilingual/bicultural group had met two times, and the decision was made to address only cultural issues for the fall of 1975 and to plan for linguistic issues during the implementation year. No records or minutes were kept on the activities of this group and during the evaluation visit none of the participants of this group could be interviewed. No one else knew exactly what the group had done.

> In sum, due to a misunderstanding, Florida PDC program staff did not realize they were responsible for planning this component. Planning in this area began late in the year and must be carried over into the implementation year.

E. Analysis of the Planning Process

The Florida PDC program is a Preschool-School Linkages (PSL) model but it has not yet strongly linked itself with either Head Start or the elementary schools. During the planning year the program was marked by a lack of coordination, organization and leadership on the part of PDC staff. In addition, the program appeared to have been launched without adequate guarantees of institutional support. Efforts at coordination on the part of the PDC staff have not been effective, nor has voluntary cooperation on the part of Head Start and the two elementary schools been adequate to produce effective program planning. The formal structure of the PDC program is depicted in Figure 1.

The analysis and interpretation of this program is presented in the sections that follow in terms of description of roles of the planning personnel, planning accomplishments and completion of planning activities, an overview and interpretation of salient features of the program as it stands at the end of the planning year and a description of the de facto definition of the PDC program.

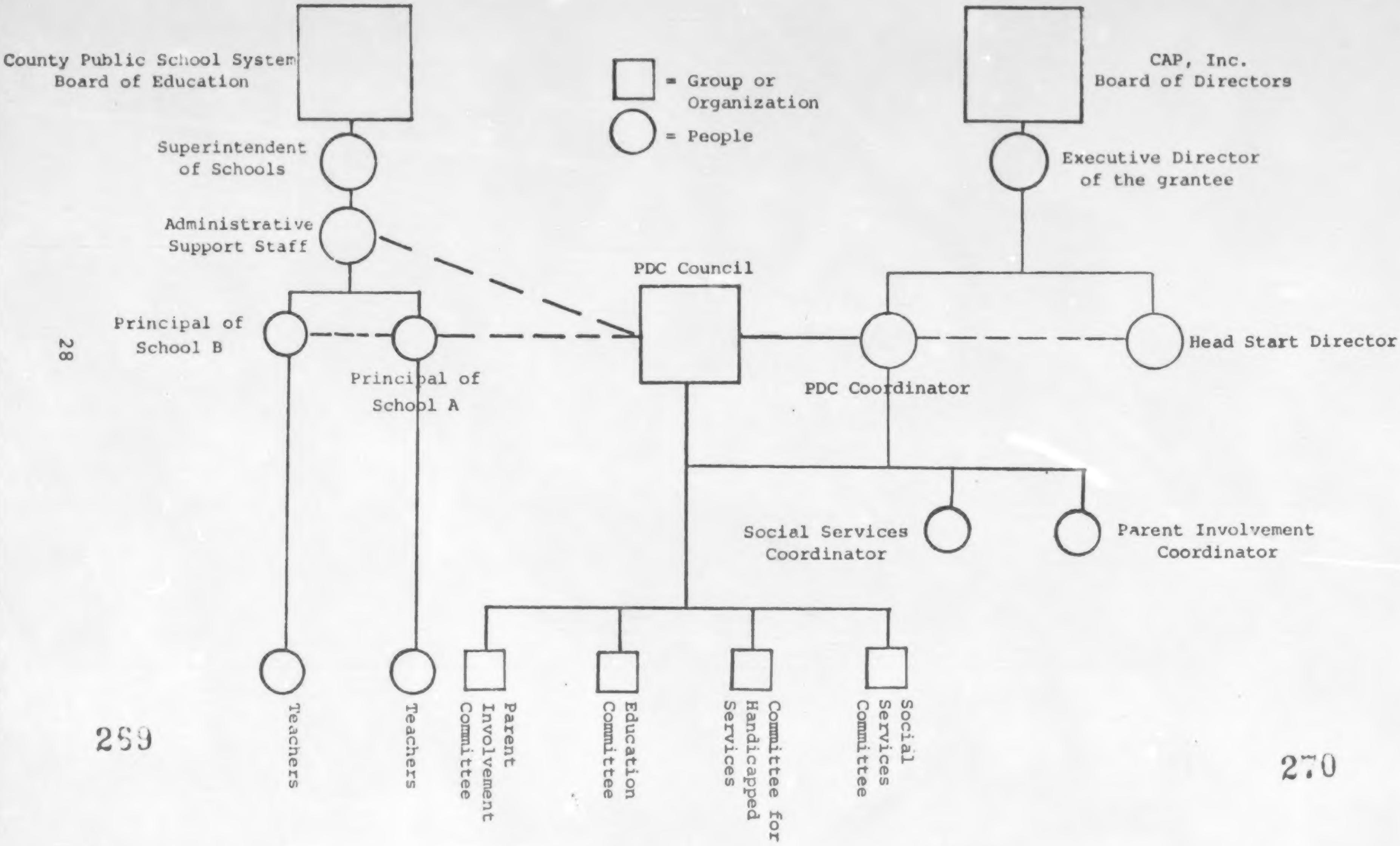
Description of Roles

Planning that occurred for the PDC program in Florida was carried out by professional staff from PDC itself and from the public school system. Their roles and activities can be delineated as follows:

- PDC coordinator. The PDC coordinator does not have any fiscal or administrative power at this site. She is responsible to the Head Start coordinator who is in another town 15 miles away and fiscal power lies with the grantee organization, CAP, Inc., which is 80 miles away. The PDC coordinator is a former Head Start teacher who has no previous administrative experience and she lacks many of the organizational skills that are needed to effectively run a PDC program. As a result, the Florida PDC program has had little internal organization and little coordination between the Head Start centers and the elementary schools.

Figure 1

Formal Structure of the Florida PDC Program


County Public School System Board of Education
Superintendent of Schools
Administrative Support Staff
Principal of School B
Principal of School A
□ = Group or Organization
○ = People
PDC Council
CAP, Inc. Board of Directors
Executive Director of the grantee
PDC Coordinator
Head Start Director
Social Services Coordinator
Parent Involvement Coordinator
Teachers
Teachers
Parent Involvement Committee
Education Committee
Committee for Handicapped Services
Social Services Committee

- CAP Head Start coordinator. The coordinator's office is in another town and her participation in PDC has been somewhat peripheral. She is a member of the PDC council, is chairperson of the developmental support services committee and regularly attends those meetings. She has had minimal contact with the elementary principals and PDC planning personnel outside of the council and the support services committee.

- West Area director of instruction. The director of instruction was involved in the preparation of the initial proposal for PDC and has been very interested in establishing a link between Head Start and the elementary schools. During the year he has served as the representative of the school board on the PDC council. He has been central in obtaining the support of the board of education for PDC.

- Principal of School A. The School A principal was drawn into the preparation of the initial proposal and has cooperated with the PDC project throughout the year, particularly as the chairperson of the education committee. In fact, most of the members of that committee are teachers from his school. He has been interested in the concept of curriculum change and has been supportive of reviewing curriculum materials for the purpose of selecting new ones.

- Principal of School B. The School B principal was also drawn into the preparation of the initial proposal and has continued to participate in PDC throughout the planning year, particularly as the chairperson of the committee on services for handicapped children. The members of that committee have largely been teachers from her school which houses the special education center.

- PDC component coordinators. The coordinator of support services was dependent upon the Head Start coordinator's experience in this area. The first parent involvement coordinator left the program after a short time and although another coordinator had been hired at the time of the second evaluation visit, no clearly defined role had been established for her.

- Teachers. Elementary school teachers have been involved in PDC planning as separate and distinct groups. The education committee has focused on curriculum issues and instructional methods under the leadership of the School A principal, and teachers from his school served on this committee. Likewise, the School B principal chaired the committee on the handicapped, and teachers from her school served on this committee. It appears that Head Start teachers have not been involved in any planning year activities.

- Parents. The only direct input that parents have had in the Florida PDC program has been as members of the PDC council. They did not serve on the component committees, nor were they involved in other kinds of PDC activities. This can partly be explained by the absence of a parent coordinator.

- Consultants. A technical assistance contractor was provided during the planning year; the consultant's role was to discuss planning issues with PDC staff and help them obtain informational materials. A few additional consultants visited the site but, due to the lack of progress in planning activities, their input was minimal.

- PDC council. The council has met one or two times per month since November 1974. According to planning personnel, most of the people attending council meetings have been elementary school staff, Head Start staff and PDC staff who are professionally involved in the PDC program. For example, for the one PDC council meeting for which an attendance list was available only one person (a parent) out of the 19 in attendance was not professionally related to PDC. The council, then, has served as an information forum through which the PDC staff have communicated information to council members and through which the committee chairpersons have reported on the progress of their work.

- Component committees. The component committees have been responsible for specific planning activities. There is little or no coordination between the various committees by the PDC staff. All communication is channeled through PDC council meetings.

The working relationships within the PDC program in Florida have been loose and seemingly have resulted in little friction. One PDC council member described the situation as being one in which all of the people involved in PDC were on different islands, and no one had provided a boat so that they could get back and forth to each other. Practically all of the planning work has been done by people who are employed by CAP, the grantee agency, or by the elementary schools involved.

Planning Accomplishments by Component

The planning process for PDC in Florida came to a virtual standstill during the second half of the year. Whereas 11 of 50 planning tasks had been completed during the first half of the year, 16 had been completed by the end of the year. Table 1 gives a component-by-component breakdown of planning task completions. Only the support services and administration areas show completion of more than half of the required planning activities. Overall, one-third of the tasks have been completed, one-third are in process, and one-third are yet to be addressed.

The seven task completions under administration are the tasks of setting up the PDC council, defining its roles and relationships, hiring staff, looking for other funding sources, and preparing a funding proposal for 1975-76. The administrative tasks dealing with establishing timetables, plans and goals are in progress but the tasks relating to training for parent involvement have not been addressed.

The task completions under support services have to do with hiring a coordinator and setting up contacts with community agencies which can be used to deliver needed services for children. These latter requirements were easily established by following the Head Start model for services. The tasks of assessing the needs of children and setting up of a shared record-keeping system are in progress. The requirement of locating additional funds to fill gaps in services has not been addressed.

By the end of the planning year, the planning accomplishments of Florida's PDC program are the establishment of the PDC council, the hiring of staff, the adaptation of previous Head Start programs to PDC needs, the initiation of discussions about next year's program, and requesting additional funds. No concrete curriculum, support services, or parent involvement programs have been developed. No additional local planning issues were addressed during the year.

Table 1

Degree of Completion of Planning Tasks by Component

Component	Number of Planning Tasks	Complete	In Progress	Not Begun
Education	5	1	2	2
Training	5	0	1	4
Support Services	7	4	2	1
Parent Involvement	6	2	2	2
Administration	12	7	3	2
Handicapped Services	8	2	6	0
Bilingual/ Bicultural	7	0	1	6
COMPLETION TOTAL	50	16	17	17

Planning Accomplishments by Type of Activity

Table 2 gives a review of the completion of planning tasks based on the type of activity. Planning tasks were placed in four major categories depending on their required central activity: coordination, review and assessment, administrative decisions, and program decisions.

Coordination. Included as coordination were all activities that involved developing timetables and schedules, arranging intergroup communication, and defining relationships among people and/or groups. One-half of these tasks had been completed, constituting one-half of all task completions for the site. All but one of the other coordination tasks were in progress. This high level of coordination activity conflicts with the comments of people on site that their program planning was suffering from a lack of communication and a lack of PDC staff involvement in coordinating the work between various components.

The figures in Table 2 represent formal completion of these particular tasks but planning personnel suggested that the tasks were only "artificially" completed because the plans were not carried out and timetables were not adhered to.

Review and assessment. Review and assessment requirements included review of existing programs and program alternatives, surveys of resource people, and services and assessments of needs or interests. Of eight review and assessment tasks only two have been completed, both dealing with surveying community resources and both relying heavily on Head Start experience and models. Assessment of children's needs is in progress but no assessments have begun of parent needs or interests or of any BL/BC-related issues.

Administrative decisions. Of the 12 administrative decisions, six have been completed. These decisions include hiring personnel, deciding on space and physical plant issues, budgetary issues and initiating specific program activities. The completed tasks largely deal with hiring personnel and setting up the PDC council. Other tasks such as identifying training consultants and making special arrangements for individualized services either have not been addressed or are in progress.

Table 2

Degree of Completion of Planning Tasks by Type of Activity

Activity	Complete	In Progress	Not Begun	ACTIVITY TOTAL
Coordination	8	7	1	16
Review and Assessment	2	2	4	8
Administrative Decisions	6	3	3	12
Program Decisions	0	5	9	14
COMPLETION TOTAL	16	17	17	50

Program decisions. Program decisions have proven to be the most difficult planning decisions for the Florida program. Included here are definitions of program goals, of needed program materials, of training content, and of program plans for instruction and support services. None of these tasks had been completed by the end of the planning year and nine of 14 had not been addressed.

Program Interpretation

At the end of the planning year the PDC project in Florida was confronting the need to be ready to implement a program in the fall without having made program decisions, without having made needed surveys and assessments of interests and needs, and without having an administrative mechanism that was effectively grappling with the problems of institutional linkages and program innovation. This section gives an overview of the program and an interpretation of the positive and negative factors that have influenced the planning year.

- Communication delays through the Indian and Migrant Program Department of OCD. Local planning personnel mentioned that they were occasionally behind in information they needed because bottlenecks occurred in the Washington offices of IMPD. In particular, reference was made to lengthy delays in receiving evaluation information that was in the hands of IMPD officials. Since the IMPD offices are national, rather than regional, it makes their relationship with local sites different and perhaps slows down communication.

- Elementary school staff are primarily White and Head Start staff are primarily Black. Not only do the two institutions represent different philosophies and organizational styles, but they represent ethnic differences. The teachers from the elementary schools have traditionally had more access to formal education and reflect that in their certification, while Head Start staff closely reflect the ethnic composition of the local community.

- Geographical distances. The cooperating PDC elementary schools and Head Start centers are spread over a 15-mile area and the PDC offices are 15 miles from the Head Start offices and 80 miles from the offices of the grantee. These distances mean that the personal contact is cut to a minimum between administrative and planning personnel. This lack of communication aggravates the problems of program coordination.

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- Interest in establishing a PDC program. A number of administrative personnel and teaching staff are particularly interested in seeing the PDC program established. They think PDC can be a positive factor in instructional and curriculum innovation, and can provide more complete services for area children.

- Misconceptions about PDC. There were initial misconceptions about the nature of Project Developmental Continuity on the part of various people. PDC was first perceived as a Title I-type program that would provide money for staff and materials. Quite a bit of initial planning activity was based on this assumption. Then, when it became apparent that little money was involved, there was loss of interest. But gradually, as the program has been better understood, it has been accepted.

- Misunderstanding of the PDC Guidelines. There was some confusion over some of the guidelines and this led to planning tasks being ignored, particularly in the area of bilingual/bicultural education. PDC staff thought they would not have to give attention to this component area, so nothing was done for most of the planning year.

- Lack of coordination. As mentioned earlier, the geographical distances that separate the PDC offices, Head Start centers and elementary schools create special coordination/communication problems. Although continuous personal contact cannot be used as the mechanism for coordination, no other effective coordination mechanisms have been developed. The result is that the various component committees have been working in isolation from each other; neither the PDC coordinator nor PDC council direct the content or organization of planning activities. Instead each committee is given the responsibility and the obligation to work independently.

- Lack of institutional backing. CAP is the grantee for PDC and PDC staff are under CAP supervision. However, the PDC offices are not located near the Head Start offices, nor near the CAP offices, and the elementary schools do not have any institutional investment in the PDC program. This effectively means that the PDC staff are without strong, continuous support from an established institution. With no institutional authority or power as a firm foundation, Florida PDC program staff have little opportunity to initiate program innovations.

- Lack of experience of PDC staff. Neither the PDC coordinator nor DSS coordinator have worked in positions that would give them the experience needed to effectively carry out their PDC responsibilities. Each has had to learn what is demanded of his/her position and in addition learn how to meet those demands. Their lack of experience and "know-how" has delayed program planning and has further aggravated the already existing problems in communication and coordination.

- Teacher training and parent involvement. Teacher training and parent involvement were mentioned by the PDC coordinator as obstacles to planning. Teacher training presents a problem because of the difficulty in obtaining release time from the school district for elementary school teachers to take part in training sessions. If no release time is provided, a time acceptable to all teachers will have to be arranged. The PDC coordinator expects the technical assistance consultant to help her in this area. As mentioned, parent involvement is not great at this site because of the migrant families' seasonal work schedules which cause them to move from the area during the spring, summer and early fall months. When migrant families are residing in these communities they are working during the day and are not able to become involved in PDC activities. Because of this problem, little change in the degree of parent involvement is anticipated by the PDC staff.

The De Facto Definition of PDC

At the end of the planning year, the PDC program in Florida consisted of an office, three regular PDC staff members, four planning committees made up of professional staff from the involved institutions, a PDC council, some program plans borrowed or copied from Head Start models, and some information on possible new curriculum materials. Viewed realistically, the project is primarily a series of jobs, loosely linked together, some borrowed plans, and some curriculum information. Florida's PDC project cannot yet be called a "program," and, unfortunately, there is no certainty that it has the proper organization to be able to produce a real program in the time allotted.

PROJECT DEVELOPMENTAL CONTINUITY
PROGRAM CASE STUDY

Georgia

July 1975

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A. Introduction

The PDC program in Georgia has elicited enthusiastic support from teachers, administrators and parents in both the elementary school and the Head Start center. Developmental Continuity is regarded as a process which, if successful, will have a favorable effect upon the total educational system in the area because the PDC site is socially and economically representative of rural Georgia. Since PDC has already made an impact upon educational and social ideas in the local community, it is felt that a successful program there will be equally effective in other parts of the state. Before reviewing the existing educational setting and describing Georgia's progress in planning for Developmental Continuity, it is important to understand the context in which these activities are occurring. This introduction describes the community where the program is located and the events that led to the establishment of a PDC demonstration site.

The Community

This Georgia community is located in the northeast part of the state near the South Carolina border, 100 miles northeast of Atlanta. The population of the county is 20,331; the metropolitan population of the PDC site is 14,000 with an in-city population of 6,971 and an ethnic composition of approximately 24% Black and 76% White.

The economy of the area is basically dependent upon diversified industries dealing in furniture, textiles, chemicals, plastics, caskets and metal fabrications. The agricultural sector accounts for 3.5 million dollars of an estimated total annual income of 57 million dollars. Approximately 9,030 persons are employed in the county: 4,860 in manufacturing concerns; 3,010 in non-manufacturing; 1,010 self-employed; and 150 in agriculture.

There are seven colleges and universities within a 50-mile radius of the site, including a University of Georgia extension in the city itself. To stimulate the growth of the community, a central business district revitalization program has encouraged the establishment of several new industries. A 100-bed hospital opened its doors in 1968 and a new high school with vocational education facilities was opened in 1971.

Approximately 80% of the children to be served by the Developmental Continuity program come from low-income neighborhoods; 84% of the families are employed in manufacturing, non-manufacturing and domestic services or are self-employed and 5 to 8% are receiving public assistance. The average number of children in families in the PDC school area is 3.6 and 5% of the families have only one parent. Of all the families in the county, 46% are at the lower level standard of living, with 16% at or below the U.S.D.A. poverty level. The local elementary school district has approximately twice as many families at this economic level than the county as a whole; 48% of the children who attend the PDC elementary school qualify for and receive free school lunches. But the Head Start program and the elementary school district serve families with an economic range from the poverty level to the most affluent socioeconomically. These neighborhoods have condemned houses in the poverty-stricken areas, along with multi-family units and other overcrowded housing structures. The community also has some government housing projects as well as middle- to upper-class homes.

Employment opportunities for the majority of the families served by PDC are limited at the present time because of the current economic situation in the area. A large percentage of the local low-income population depends on local manufacturers for employment and many of these manufacturers are decreasing their labor forces and/or temporarily ceasing operations.

Even though water, sanitation, electricity and natural gas are available to the neighborhoods served by PDC, all families concerned do not have access to these services because they live outside the city limits and/or they may be unable to pay for the services.

Because of the efficiency of local and state law enforcement agencies, crime is not a serious problem in the local community. However, the crime rate is higher in some of the areas served by the PDC program.

The shopping facilities available to the PDC program neighborhoods include a downtown mall, three shopping centers and numerous privately owned businesses.

There are a number of community and government agencies that serve the area; among these are the Department of Family and Children's Services, Public Health Department, local Housing Authority, and Salvation Army. There are also many local civic and service groups who offer services to all the citizens of the city and county. Local attitudes regarding federally funded projects are neutral and will have little, if any, effect upon the PDC program.

In sum, the characteristics of the neighborhood served by the PDC program are extremely varied because of the range of socioeconomic groups represented in the Head Start program and in the PDC elementary school. This factor increases the challenge of providing continuous, coordinated and comprehensive child development services for children as they make the transition from preschool to elementary school in this neighborhood.

The Origins of Developmental Continuity

The Head Start administrative staff of the Ninth District Opportunity Office, Inc., the grantee (there is no delegate agency), first heard about Project Developmental Continuity during early March 1974 from a supervisor in the State Department of Education. Regional OCD officials contacted staff members a few days later, after they had studied the PDC program guidelines. Subsequently, after visits to the area by regional OCD officials, a PDC proposal was written by Ninth District Opportunity, Inc. staff and submitted in late May 1974.

The primary responsibility for making initial plans for the proposal was assumed by Head Start personnel--the Director, the Educational Coordinator, and the Parent and Social Services Coordinator. Members of the local public school system involved in preparation of the proposal were the Superintendent of Schools and the Assistant Superintendent. Both men were particularly instrumental in the collection of information and data concerning the local school system. At the time of proposal submission the Preschool-School Linkages Model was chosen because arrangements for establishing an Early Childhood School Model would have been much more difficult.

The people involved in planning for Developmental Continuity were most enthusiastic about the potential for individualization within the educational process. They felt that a higher teacher/pupil ratio would allow for a less structured educational program and that teachers would be better able to meet the needs of individual children. PDC was also viewed as a way to provide more equipment and materials, thus enabling the teachers to better utilize their time.

B. The Educational Setting

The Head Start Program

The Head Start Director for the local county and other Georgia Ninth District counties works out of the Gainesville, Georgia offices of the Head Start program and PDC grantee, Ninth District Opportunity, Inc. Other grantee staff who are active in the PDC program are the Education Coordinator, the Parent and Social Services Coordinator, and the Nurse.

The participating Head Start center was one of the school system's Black schools prior to desegregation and has since been converted to Head Start classrooms. The three full-time Head Start teachers have had from one to three years' experience and none has a college degree or certificate. Each teacher is assisted in the classroom by an aide and a trained community volunteer. The aides function in the same capacity as the teacher, e.g., conducting learning activities, planning lessons, providing individualized instruction, etc. The only difference between the teacher and the aide is that the teacher usually has more experience and has ultimate responsibility for the class. The community volunteers, who in most cases are parents, receive extensive training through Head Start and conduct activities with children, work with individual children, etc. The teacher usually decides the activities of the volunteer adult; often the volunteers and aides take over classroom operations when the teacher is involved in training activities.

The Center is based on the Standard Head Start Model. Head Start children are in school Monday through Friday from 8:30 a.m. to 1:30 p.m. There are 20 children in each of the three classes with an adult/child ratio of 1:7. The classes are approximately 50% Black and 50% White.

As stated in the Georgia PDC proposal for the planning year, the Head Start program philosophy can be summarized in the following statements:

- progression in the cognitive, psychomotor and affective areas of development;
- provision of group situations to encourage socialization;

- Promotion of readiness skills;

- Nurturing of the emotional and physical health of the child.

Children and teachers interact with one another throughout the day but daily routine is, for the most part, teacher-directed with children actively taking part in the process. Typically, morning activities center on language, art, music and basic skills. Child-directed activities take place primarily during free play and outside periods of the day. The children work in classrooms with supplies that have been made by the teacher, parent or that they, themselves, have made. The Education Coordinator believes children enjoy manipulating homemade materials and learning from them. Thus, most of the materials in the classroom consist of homemade objects and there is little dependence on published books and workbooks.

Head Start teacher aides and classroom volunteers are given two weeks of preservice training and an extensive inservices training program is scheduled throughout the year. Head Start teacher evaluations include a self evaluation and an evaluation done by his/her immediate supervisor. These evaluations occur every three months and the evaluation concerns such attributes as appearance, flexibility, productivity, adaptability, etc. Both the teachers and the supervisor review and discuss their evaluation together. As noted, paraprofessionals receive both preservice and inservice training and supervision from the teachers.

Although there is minimal sharing of responsibilities among the teachers, they have checklists on which to record an individual child's development. Therefore, a record of each child is maintained and available to other teachers. This checklist covers subjects such as language, math, cognitive and motor skills and the teacher is able to plan learning activities from this form. Pupil progress notes are recorded monthly. Parents are involved in the classroom as trained volunteers and without their involvement, the Head Start program would not be able to individualize instruction to the extent it does. The parent volunteers also meet weekly to make games, books and other materials for the classroom. And, if a child needs special help the Parent Coordinator plans special activities and materials and shows the parents how to work with the child at home, thus extending his/her school experiences.

According to the Education Coordinator, the involvement of parents in developing the educational program varies from year to year depending on the abilities and experience of that particular parent group, e.g., some parent groups are excited about having input into the development of an educational program, while other parents, especially at the beginning of the year, do not feel they are qualified to help develop such plans. Eight Head Start parents in the community serve on their Policy Committee which makes all decisions for the local Head Start program, including budget, personnel, hours of operation, etc. Two of these members have also served on the Policy Council which makes decisions for the 16 counties served by Ninth District Opportunity, Inc. Head Start information is disseminated to the parents through group meetings, both formal and informal, and individual parent-teacher conferences. Parents are encouraged to become involved in any and all Head Start activities including volunteer training and training in other areas such as consumer education, nutrition, child development, helping support services staff take children to community agencies for services, etc.

Head Start provides a fairly comprehensive program of developmental support services. Health screenings and immunizations are performed by a nurse from the local Department of Public Health; children with health problems are then referred to a private physician. Dental needs are screened by Head Start staff and referrals are made to a private dentist. Health care service is provided by Head Start if community resources cannot provide the service. Head Start staff try to aid the child in establishing a positive self image and staff members are trained to recognize the affective needs of children. Special problems are identified through teacher observation and, if parents agree, referrals are made to a specialist.

The Head Start nutrition program provides children with breakfast, lunch and an afternoon snack. The children eat family style and are taught about cooking and the nutritive value of foods. As noted, the Head Start program also provides parents with nutritional and consumer information.

Various support services that are available in the community are identified and parents are referred to them when necessary; most referrals go to the Department of Family and Child Services. Head Start staff directly aid in the solution of minor family problems by talking with parents through home visits. The Social Services Worker visits each family three times a year to provide Head Start information and aid.

Handicapped children participate in regular Head Start classrooms and also receive the necessary individualized instruction. Twelve children who were enrolled in the local Head Start program last year had handicaps which included health, speech, hearing, and visual problems. Parents are given special training for dealing with handicapped children.

Since both Black and White children are in the local Head Start, the curriculum includes bicultural activities and units, e.g., how children are alike and different, how families are alike and different, children from other lands, etc.

The Elementary School

The participating PDC elementary school houses one kindergarten class and four each of first, second and third grade classes. The enrollment of children at each level is as follows:

Grade	Number of Children	Number of Teachers
K	21	1
1	124	4
2	123	4
3	117	4

The school staff consist of the Principal, 13 teachers, an Assistant Principal, a Social Worker, a Speech Therapist, a Music Consultant, an Art Consultant, two remedial teachers and the County Curriculum Director. There is currently one teacher per classroom, with one aide in the kindergarten room, one aide who is shared by first grade teachers, and one aide for the second grade classrooms.

Providing a program that will enable each child to reach his greatest potential and to meet the demands of society with respect to social adjustments is the basic educational philosophy of the elementary school. The Principal believes that individual differences are realized in this approach and that each child is given the opportunity to reach his potential. The 13 K through 3 teachers who will be taking part in PDC concur with this educational philosophy, although their individual styles vary.

The teaching experience of the 13 K through 3 teachers ranges from 2 to 25 years. A B.A. is the standard degree requirement for elementary teachers. There is no planned inservice training program and no sharing of responsibilities between the teachers (team teaching), although peripheral activities such as bus duty, hall duty and playground duty are shared. Teachers rarely consult with one another for peer evaluations, but the Principal is able to observe in the classrooms and to offer his evaluation of an individual's teaching skills.

Although 20 parents participate on school advisory committees and 300 or more parents attend the PTA sessions, little direct communication exists between teachers and parents except for periodic, 6-week reports of the children's progress. Parents and teachers generally meet only if the child is experiencing difficulties, and this interaction is usually parent-initiated.

Several organizations provide special services to the school, including the Public Health Department, Public Mental Health Clinic, the Dental Clinic, and Immunization Services. The school also maintains continuing referral systems with family counseling agencies, the Welfare Department and recreational programs as well as occasional contacts with the Housing Authority, State Employment Office and job training programs. Although screenings for vision, hearing, tuberculosis, speech defects, immunization status and identification of special needs are handled by the school, it is up to individual families to arrange for treatment of all health problems detected. The school has a nutrition program and an attempt is made to provide one-half of the daily nutritional needs of elementary children.

Presently, the elementary school is using screening tests to assess the readiness skills of all children entering first grade (kindergarten is not mandatory in the state). Tests being used are the Rutgers Readiness Exam, the Star Exam and the Metropolitan Readiness Test. The children are ranked according to their scores on these examinations and those with low scores are referred to a psychometrist who determines if the children should continue on to first grade or be enrolled in the school district's remedial learning center.

Services for handicapped children are also provided by the elementary school. Children with only slight learning disabilities are mainstreamed while children with more serious disabilities are enrolled in one of two special education classes.

No bilingual/bicultural program exists; no bilingual children are enrolled in the school, so no program has been prepared.

The Relationship Between Head Start and the Elementary School

Four major discontinuities between the Head Start program and the public school system have been identified as follows: (1) curriculum, (2) attempts at mainstreaming handicapped children, (3) comprehensiveness in delivery of social services to children and parents, and (4) degree of parent involvement in the decision-making process.

The administrative approaches of the two programs seem to differ primarily in organizational structure. A more informal relationship exists between staff and administrators at the Head Start center than in the elementary school. This is due, in part, to the fact that the elementary Principal and Assistant Principal are responsible for a staff of 50 employees while the Head Start staff is smaller. Thus, administration at the elementary school is more complex. The Principal, however, believes that the nature of supervision, coordination of staff and provision of support services in the classrooms are the same for both programs so that Head Start and elementary children are not differentially affected. On the other hand, the Head Start Director believes that a stricter organizational structure does exist in the elementary school, and because of this, administrators in the public school system are further removed from the children than administrators in Head Start.

It appears that the Head Start program is a freely structured program with a high degree of child involvement, whereas the elementary school tends to be group-oriented and more structured. Although individualized instruction is difficult to achieve in both programs, because of low adult/child ratios, it is more so in the elementary school.

Prior to PDC planning year activities, little formal or informal communication had taken place between staff of the two programs. Presently, exchange visits are occurring and the PDC task forces are developing a system for sharing records and for establishing joint meetings.

The primary difference between the two programs' teacher training efforts is that Head Start staff receive two weeks of preservice training yearly, while the elementary school depends upon the college training of its teachers. However, the elementary school does require that its paraprofessional staff receive 70 preservice hours of instruction with a minimum of 30 hours of inservice training during the school year.

There exist few similarities between Head Start and the elementary school regarding parent involvement, although their developmental support services are similar. Parents are much more involved and active in the Head Start program than in the elementary school, but the Principal feels that PDC will have a major impact on parent involvement at the elementary school level. Services for handicapped children are similar in that both programs mainstream handicapped children, but different in that only children with slight handicaps are mainstreamed in the elementary school.

C. Opinions and Attitudes of Program Personnel

Interviews were conducted with the PDC Coordinator, PDC Council Chairperson, the Head Start Director and the elementary school Principal in which each was asked to give his/her personal evaluation of the success of program planning this year and his/her anticipation of implementation success next year. He/she was also asked to identify the factors or forces that had most contributed to the shape of the PDC program up to this point. Short, paraphrased summaries of the responses of these persons are reproduced below to provide a direct expression of their concerns and interests. The concluding section analyzes the patterns of opinion that emerged in the responses of all four persons as they discussed the Developmental Continuity Project.

PDC Coordinator (May 14, 1975)

The PDC Coordinator feels that all of the components, with the possible exception of education, have been planned for successfully and indicated that the success of the component planning is due to three factors:

1) *The receptive attitude of the people involved--staff from both Head Start and the county schools have been extremely cooperative in this joint program venture;*

2) *The understanding by the staff involved regarding the concept of PDC and of how it will benefit children in the area; and*

3) *The leadership provided by the PDC staff and the task force chairpersons.*

Although she feels that the education component has not been as successfully planned for as other components in that a curriculum and diagnostic and evaluative system have not been developed, the PDC Coordinator indicated that the task force has had successes. *Namely, task force members have discovered discontinuities in the programs used by Head Start and the elementary school and have alerted the majority of the teaching staff and administrators to curriculum weaknesses.*

Members of the Task Force on Education have been instrumental in changing the attitudes of some staff regarding the existing educational approaches and curriculum. Now more of the administrative and teaching staff realize that they are not meeting the needs of each child with their present curriculum and approach.

The PDC Coordinator indicated some obstacles that prevented successful planning in this area, including negative teacher attitudes regarding change in teaching methods, insecurities on the part of teachers about changing their teaching styles and differences of opinion at the administrative level on how the existing curriculum should be modified. *It took a good part of the planning year to get teachers and the Principal to understand the need for educational change, but now most (70 to 80%) of the teachers are looking forward to a new system or method of teaching.*

Successful implementation of all components is projected by the interviewee for next year, although she does anticipate some problems with the education component. She feels that the training component might be the most successful in that a training schedule is already set up and is very comprehensive, covering all component areas. *This training will facilitate implementation of other areas, e.g. training in working with handicapped children will facilitate the implementation of the handicapped component, etc. I feel that the parent involvement component will be successfully implemented if parent interest can be maintained throughout the summer. To maintain parent involvement, the Parent Coordinator will keep in contact with the parents, plan social events with them, etc., and parents will be publishing a newsletter that will keep the community up-to-date on PDC happenings.*

According to the PDC Coordinator, problems in implementing the educational component center on the curriculum and the diagnostic and evaluative systems which have not been selected/developed yet. *Teacher training in curriculum and the use of a diagnostic and evaluative system will have to be carried out in late summer or early fall after the curriculum and systems have been developed.*

Members of the component task forces, according to the interviewee, have been integral to the PDC project--carrying out the guidelines' planning tasks and developing goals and objectives for the 1975-76 proposal. *The directives given to the task forces were (1) to develop an understanding of PDC and its long-range goals and objectives, and (2) to implement* *individual component area planning tasks. The task forces started meeting the first of February and in mid-February members focused their attention on providing input for the 1975-76 proposal. Work on the proposal continued for approximately three weeks, after which task force members again began to address the planning tasks. The task forces have slowed down in terms of meetings within the last three or four weeks because of the busy "year-end" schedule for teachers and school administrators. Communication among the task forces has been good, with each knowing what other task forces are doing.*

The PDC Council, according to the PDC Coordinator, has acted as a linking mechanism for communication between the Head Start prekindergarten program and the elementary school and has served in an advisory capacity on task force recommendations and in developing the 1975-76 proposal. *The Council is just now beginning to understand its role and take some initiative in running the program. Before this could happen, however, the Council members had to get to know one another and build trust. The Council is now at this stage, i.e., teachers and parents are communicating with each other, etc. The Council has, in the past, accepted essentially all recommendations or requests made by myself, the PDC Council Chairperson, or the Head Start Director. Next year, however, I see the Council taking more initiative in PDC decision-making.*

One of the major forces that has influenced the activities of this planning year has been the interpersonal relationships among Head Start, county and PDC staff, namely, cooperation, communication and a willingness to work together. All staff involved in PDC believe that this project will benefit the children and are working toward a common goal. The PDC Coordinator feels that the PDC staff have been instrumental in providing leadership and direction and have been able to establish rapport with people and make everyone feel a part of PDC. *Another factor which has been vital in this first planning year has been the leadership from Head Start and elementary school administrators; their input has helped the PDC staff to perform their duties. And a third factor or force has been our technical assistance consultant who provided resource materials, helped me determine which planning tasks had yet to be addressed and discussed ways in which the 1975-76 PDC proposal could be presented to the Council.*

The PDC Coordinator indicated that the failure rate is high in the elementary schools in terms of grade retentions and that there is a high drop-out rate in the school system.

In view of this, we want PDC to help children succeed rather than fail--to provide for each child what he/she needs in terms of self-concept development, education, support services, etc. In other words, we want PDC to make separate molds for each child rather than have each child fit a common mold

The PDC Coordinator is more than satisfied with the kind of support the PDC program has received thus far. *Staff from both Ninth District Opportunity, Inc., the grantee, and the county public schools have been very supportive and cooperative in acting on every request. Members of both organizations are active on the PDC Council and task forces. The Head Start Director provided support while introducing me to the PDC administrative role.*

The support from the national and regional offices has been adequate to meet our needs. National OCD officials have helped me understand the guidelines and conceptualize what needs to be done in our program. The community agencies have been supportive of the program and have offered services for PDC children, and some of the civic clubs have committed themselves to help in other ways. Also, the local newspaper and radio stations have given space and time in reporting and publicizing the PDC program.

Other support received and greatly appreciated has come from the Early Childhood and Special Education Division of the Georgia State Department of Education. Several consultants from this department have been involved in PDC, including the Division Director. These consultants have backed the program throughout the entire year and have provided continuous administrative and program support. They have been instrumental in suggesting consultants for training, have introduced me to consultants/experts in this area, have sent me curriculum/resource materials and, in general, have let people in Georgia know about our PDC program. The Director of the OCD State Training Office which is located at the University of Georgia at Athens has also provided PDC with both administrative and program support.

PDC Council Chairperson (May 14, 1975)

(The PDC Council Chairperson is also the Assistant Superintendent for the county school district. He is the acting Chairperson of the PDC Council because the previous Council Chairperson resigned in March. Council elections will be held in August and he does not expect to continue in this position, feeling strongly that the chairperson should be a "lay person," i.e., one who does not represent the school or Head Start program.)

The PDC Council Chairperson has been surprised at the effectiveness of the task forces and feels that, according to information presented at the Council meetings, all components have been equally successful in planning. *All the task forces have worked hard to implement the planning tasks specified in the guidelines and to plan for next year. The success of the task forces is attributed to their composition.* Using the Training Task Force as an example, he noted that it contains professional people who know of consultants who may be able to participate in the training or who can identify others who could participate.

The interviewee believes that successful implementation will occur in all component areas next year but that education and training will be key areas. *The education and training components will facilitate the staff development that will in turn make the program operational. It is through teacher training and curriculum changes that children are most directly affected.*

According to its Chairperson, the PDC Council has contributed to the planning year by 1) *acting in a coordinating capacity by integrating all the task force information, and* 2) *monitoring task force recommendations, suggestions, etc., i.e., listening to their recommendations and acting on them.* He sees his role in implementing PDC as ... *similar to my role in planning PDC this year. As a member of the Council, representing the county schools, I will keep informed of PDC activities and will be involved in program decisions.*

Two factors identified by the Chairperson as having influenced the PDC planning year are 1) *the cooperative efforts of all people involved and their willingness to keep the project child-centered rather than organizationally centered, and* 2) *the background and training of the PDC staff and all task force members.*

According to the interviewee, for a child to succeed he/she needs three abilities...*the ability to communicate, the ability to accept responsibility, and the ability to get along with people.* He wants to see every child who is involved in PDC be successful as he/she grows and matures. *Hopefully, as a result of PDC, each child will be treated as an individual and will be given the opportunity to succeed.*

The PDC Council Chairperson mentioned that the local elementary school population reflects different cultures and different socioeconomic levels and that this has caused some concern among the more affluent parents. *I feel that the PDC program, through its efforts to individualize instruction and to meet each child's needs, will be responding to parent concerns about the diversity of the school population.*

Head Start Director (May 12, 1975)

The Head Start Director feels that the two components for which planning has been most successful are health and parent involvement. *In the health component, plans have been developed for the Health Coordinator to maintain ongoing records. The Health Coordinator will keep up-to-date records for all children from Head Start through third grade and will provide a basis for continuation beyond third grade. An important step in planning for the health component was obtaining PDC Council approval to use PDC funds for emergency treatment. Plans are also underway with the County Dental Clinic so that PDC children will have access to these services. In the health education areas, plans have been made for integrating personal hygiene instruction into the classroom routine.*

In parent involvement, more progress is being made than had been expected, especially in terms of teachers' respect for parents. Teachers are accepting the concept of parents serving as resource persons in the classroom. Specific events that have occurred in part of the planning process have included teachers and parents talking together. They have gone on site visits together to see other programs and have participated in joint training activities.

Factors which have contributed to successful planning in these areas include the cooperation of local institutions and the receptive attitude of key individuals. Progress in the health component can be attributed in large part to the cooperation of the County Health Department. Progress in parent involvement has been greatly helped by a receptive school superintendent and cooperative teachers. Although there is still work to be done to achieve more complete parent involvement, progress has been significant, given that parents have previously not been able to participate in the classroom.

She feels that the education component has been least successful to date...*primarily because things have gone much slower than expected. There have been visits to other programs and some training sessions, but earlier in the year* *members of the Education Task Force were not accomplishing much at their meetings. Teachers have, however, listed new materials they feel will be necessary for their classrooms, and staff are excited about plans for establishing a resource room for the elementary teachers.*

The main obstacle to successful planning, according to the Head Start Director, has been...*the large difference in the concept of education between Head Start and kindergarten staff on the one hand, and grades 1 to 3 staff on the other. This has made it more difficult for teachers to communicate and to get together to plan for continuity.*

She feels that the components for which implementation is expected to be most successful are training and parent involvement. *The Training Task Force has planned well, staff are pleased with the training they've had and parents are planning their training. Training for the classroom staff is expected to be the most successful aspect of implementation. Parent involvement is expected to be successful because the Parent Corps, a group of 10 to 12 parents, is coordinating the effort. Members of the Parent Corps are planning a newsletter for communication with teachers and other parents.*

She thinks the greatest problems for implementation are expected in education and in the handicapped component. *In education, a written curriculum is a potential problem because there is the danger of teachers becoming too dependent on it and too rigid in adhering to what is written down. To prevent this happening, the Education Task Force needs to be aware of the potential problem. And I see two problems in the Handicapped area:* 1) *completing the psychological evaluations, i.e., finding children with disabilities who haven't been identified, and* 2) *the potential problems involved in labeling children as handicapped. The problem of completing all evaluations may have to be handled by setting priorities as to which children are most in need of services. The problem of labeling can be avoided by proper training of teachers in understanding services and education for handicapped children.*

The Head Start Director feels that, during the past three months, the major force in planning has been the PDC Coordinator. *After late hiring and a few months of uncertainty as to whether she could coordinate the project, she has clearly assumed the coordinating role. I am now able to function strictly in an advisory capacity, whereas from November through at least mid-February I was actually coordinating PDC activities.*

Three other factors were described by the Head Start Director as being influential in the planning year:

1) *A Head Start and school administration that already had a good working relationship.*

2) *The involvement of Head Start and elementary staff from the beginning--they were asked whether they wanted the project, it was not thrust upon them.*

3) *An increased understanding between Head Start and elementary teachers because they have observed in each other's classrooms.*

Elementary School Principal (May 13, 1975)

The Principal feels that all components for PDC have been planned for successfully by the task forces and he attributed this successful planning to the leadership of the PDC Coordinator. *She works very well with people and has been able to get cooperation from everyone involved in the project including parents, teachers, administrators and resource people.* The Principal indicated that he has the utmost confidence in the PDC Coordinator and in her ability to run the program competently. He anticipates no problems in implementing any of the components during the start-up year, stating that the component task forces have addressed the planning tasks this year and have had input in the 1975-76 proposal.

According to the Principal, the first year of the PDC Council has been an educational one for its members. *They have played a more passive role; listening to task force presentations, PDC staff recommendations, etc., and sharing any advice they might have with the task forces. At its last meeting the Council adopted by-laws and will be taking on more decision-making responsibilities in the future.*

The Principal expects to be as involved in and supportive of PDC next year as he has been during the planning year. *I will continue to serve on the PDC Council and on the Training Task Force and will continue working with the PDC Coordinator in coordinating training, site visits, etc., that involve elementary teachers. I'll also work with her in coordinating the services of volunteer parents who will work in the health clinic, the resource room and the classrooms.* The Principal's summer plans for PDC include helping set up the resource room and health clinic at the elementary school.

The major forces identified by the interviewee as influencing the activities of the PDC planning year include 1) *the administrative capabilities of the PDC Coordinator,* 2) *the enthusiasm and pride of all staff in being selected as part of an experimental program, and* 3) *the wealth of resource people available. Everyone associated with PDC is enthusiastic about the program and has a sense of pride about the program because we were one of only 15 sites selected to participate. The cooperative effort shown by everyone involved including the Head Start staff, the State Department of Education, consultants from the University of Georgia, etc., has given the project a feeling of security.*

He realizes that his school will benefit greatly from this project. *The three inservice days for elementary staff will be greatly expanded under the PDC training schedule; parents will become more involved in the school by serving in the classroom, in the resource room and in the health clinic; a health clinic, which the PTA had been discussing for two years, will be set up along with a PDC-paid person to staff it; and a resource room with materials will be provided through PDC funds.*

Changing teaching methods, sensitizing people to the need for individualized instruction and sensitizing people to the wide range of cultural backgrounds and socioeconomic levels of the school's children were mentioned by the Principal as three things he would like PDC to accomplish. *I want the teachers to try new ideas in their classrooms; specifically, to incorporate learning centers and small-group instruction and to deal with children on an individual basis.* He would also like school board members and administrators to become more sensitive to the need for individualized instruction. Finally, as mentioned, the local school population consists of different cultures and socioeconomic levels, a fact which is not always regarded as a positive thing by some community parents. *I hope PDC can involve all parents in the school and help them not only understand but accept this diversity and view it as a positive factor.*

Summary

Each of the four people interviewed was asked to name the components that he/she thought were successfully planned during this year. Both the PDC Council Chairperson and Principal indicated that all PDC areas had been well planned for and the PDC Coordinator felt that, with the exception of the education component, all areas had been addressed successfully. The Head Start Director identified two components, parent involvement and support services, as having been planned for most successfully. She attributed this success to the receptiveness of the school administration to the idea of having trained persons serve in the classroom and to the cooperation and support given to PDC staff by members of the County Health Department.

The PDC Coordinator, the Principal, and PDC Council Chairperson were unanimous in attributing the success of planning year activities to PDC personnel. The Principal felt that the PDC Coordinator had done an excellent job in coordinating the program and in involving parents, teachers, administrators and community agencies. The Council Chairperson focused on the task force compositions, indicating that they included persons with expertise in the various component areas, such as representatives of the Health Department, the Head Start Education Coordinator, the County Curriculum Coordinator and the elementary school Principal. Understanding of PDC concepts and its potential effects on the school population and the positive attitude of all PDC staff were listed by the PDC Coordinator as factors that were instrumental in the success of the planning year.

There was agreement about which of the components had been least successfully planned; the education component was identified (by both the Head Start Director and the PDC Coordinator) as having some problems. The PDC Coordinator mentioned that although the Education Task Force has been successful in changing teacher attitudes and in making staff realize the weaknesses in their present educational program, this had been a lengthy, time-consuming process. Consequently, task force members have just begun to address the area of curriculum development and the development of diagnostic and evaluative systems. A difference of opinion regarding curriculum change at the school district administrative level also accounted for the delay in curriculum development, according to the Coordinator. The Head Start Director indicated that the broad differences between the Head Start and kindergarten curricula on one hand and the early primary grade programs on the other made it difficult for each group of teachers to understand and accept what the other was/is doing.

When asked about the PDC Council, three of the four persons interviewed agreed on its planning year role. The PDC

Coordinator, the Head Start Director, and the Principal stated that the PDC Council had not fulfilled its potential in terms of decision-making authority. And both the Head Start Director and the PDC Coordinator pointed out that during the past year the Council seldom questioned task force recommendations or recommendations emanating from the PDC Coordinator or the Head Start Director. The Principal, a Council member, felt that the planning year has been a learning one for Council members and believes that the Council will assume more authority next year.

There was less agreement about successful program implementation next year. Because of the progress the task forces have made this year, the Principal felt that all components would be well implemented next year. The Council Chairperson was of the same opinion, although he placed more emphasis on the training and education components, indicating that these two areas will most directly affect the way teachers interact with their students. The Head Start Director identified the training and parent involvement components as potential success areas during the implementation year, indicating that the Training Task Force has planned a very comprehensive training program complete with a timetable. If the Parent Corps can continue to provide the "grass roots" support for the PDC program and start to actively involve additional parents, the Head Start Director predicts success in this area for next year. Similar reasons for success in these areas were expressed by the PDC Coordinator. And, because of the progress that has been made in the support services and handicapped components, the PDC Coordinator predicts success in these areas for the start-up year.

As far as unsuccessful implementation next year, both the Head Start Director and PDC Coordinator agreed that the education component poses some problems. The late start in developing a curriculum is a concern of the PDC Coordinator while the Head Start Director is fearful that teachers will not be flexible enough in implementing a curriculum. The Head Start Director also indicated that potential problems in the handicapped area include children being "labeled" and finding children who are not already identified as handicapped.

Based on the responses of the persons interviewed, it seems that those people who are more involved in the day-to-day operation of the program, as the PDC Coordinator is and as the Head Start Director was, are better able to pinpoint and articulate its strengths and weaknesses. Those persons not as involved with all aspects of the program, such as the Council Chairperson and the Principal were not able to make these kinds of observations.

D. The Planning Process

Arrangements for Planning

After notification of the award in early June 1974, difficulty was encountered in identifying a PDC Coordinator who was familiar with the local educational system and community. Therefore, the Head Start Director assumed the responsibilities of PDC Coordinator until she hired the present Coordinator for that position in late November 1974. The present PDC Coordinator is a former kindergarten teacher at the PDC elementary school and is currently working toward a graduate degree in child development. The Head Start Director continued to spend two to three days each week on PDC activities, including helping the PDC Coordinator become familiar with her new position, until the 1975-76 funding proposal was written in mid-February 1975. This deviation from the originally proposed staffing pattern made it necessary to modify the original budget, but it did not affect the original objectives of the program. The PDC Coordinator assumed responsibility for the administration, education and training components of PDC. Responsibility for the developmental support services, handicapped services and parent involvement components had been given to the Parent/Support Services Coordinator who was hired in August 1974.* The Parent/Support Services Coordinator has a M.A. in social work and has had previous experience with the Head Start program. In addition, a Project Secretary was added to the program in mid-February 1975.

Prospective PDC Council members were first contacted during early September 1974 by the Head Start Director via letters describing the project. The PDC Council held its first meeting on October 21, 1974. Currently all but three of the 20 members of the PDC Council are working on the five task forces that have been established. The task forces all held their first meetings on January 13, 1975. The composition of the PDC Council and related information will be discussed in the next section under "Administration."

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* Prior to the first site visit, the Parent/Support Services Coordinator was injured in a fall and was under a doctor's care. (One team member, however, did talk with her briefly at her home.) She was unable to return to work until the beginning of May, about one week before the second evaluation visit. During her absence, the support services, parent involvement, and handicapped committees continued to meet and work on the PDC planning tasks. The Head Start Parent Specialist assumed major responsibility for the Parent Involvement Committee and Parent Corp, and the Head Start Nurse assumed responsibility for the support service area.

National and regional OCD officials visited the site in September 1974 and explained guidelines to parents. According to the PDC Coordinator, support from both these offices has been adequate to meet her site's needs; national program officials have helped her comprehend the guidelines and have helped her take an overview of PDC in this locale and assess what has been done and what still needs to be addressed. She feels that the technical assistance consultant has been informative primarily with regard to the planning tasks in the administrative component and has also provided needed resource materials for the PDC staff.

Planning Year Activities

This section of the case study summarizes the accomplishments of the project on planning activities during the planning year. For convenience, this description is organized into two parts by program component. Part 1 covers activities from the beginning of the project through the first site visit by the evaluation team, and part 2 covers activities from that date through the end of the school year. When there is overlap in the planning tasks set forth in the program guidelines, a discussion of a particular activity will be under the component with which it seems to fit best. Additional information on these planning activities, with special reference to compliance with guidelines, can be found in the Monitoring Report.

Members of the five task forces have carried out most of the specific planning activities. Each task force is comprised of from 8 to 10 people and includes parents, teachers and administrators. The task forces hold meetings twice each month. During the first site visit, PDC staff mentioned that they would like "management-assistance" for developing a comprehensive plan for the various component areas to insure that the plans from the task forces mesh efficiently without overlapping.

Administration, through January 1975. As mentioned earlier, the PDC Council held its first meeting in October 1974. Prospective members were first contacted by letter in September and then visited personally by the Head Start Director and the Parent/Support Services Coordinator. Additional members of the Council, which currently numbers 20, were added in November 1974 to meet the Council composition specified in the guidelines. Present membership includes two elementary parents, two Head Start parents, two members of the Head Start Policy Council, four elementary administrators, two elementary teachers, two Head Start teachers, two support staff members from the grantee, and four community resource people. Monthly meetings are held by the Council and all but three of its members are on the various task forces. At the time of the first evaluation visit in February, the Council had not established by-laws but intended to do so in the near future.

As noted above, members of the Ninth District Opportunity, Inc. (the grantee and delegate agency) and the county school district serve on the PDC Council and the task forces. According to the Head Start Director, the administrators of these various bodies have agreed on a "team approach" in PDC decision- and policy-making. All problems are dealt with by the Council and only in the event that they cannot be solved by this group would they be brought to the attention of the grantee and the school district for resolution. The purpose of the PDC Council, then, is to maintain communication and coordination between Head Start and the elementary school. It is to be a decision-making body within the PDC program and an advisory body to the Head Start program and to the school system. The Head Start Director indicated that this arrangement gives the PDC Council as much flexibility and authority as possible. Members of the Head Start Center Committee and the elementary school PTA, who also serve on the PDC Council, act as liaisons for their respective parent groups and on the PDC.

Priorities that were outlined in Georgia's planning year proposal have remained the same but the timetables have been revised and will continue to be revised as needs indicate, such as the late hiring of the PDC Coordinator. According to the Head Start Director, the task forces were developing a coordinated plan to link all the component areas. They had formulated the basic content of the plan and were deciding on an implementation procedure. Key elements of the plan include:

- involving parents in all aspects of training;
- training for all PDC personnel in all component areas;
- responding to a needs assessment which is based on surveys, school records and Head Start records;
- utilizing community services.

Both the PDC Coordinator and Head Start Director felt that the PDC Council meetings and task force meetings provided informal training for both Head Start and elementary school parents and teachers in working with each other and in developing decision- and policy-making skills. In addition, the PDC Coordinator planned to set up workshops, arrange for consultants to be involved in such training and solicit more Head Start parent involvement in the program. But no specific dates or agendas had been established for such activities at the time of the first evaluation visit.

By January, the PDC Coordinator had involved Head Start and the elementary schools in developing a program and budget for the implementation year; administrators from the grantee, school district and PDC have met with her to discuss this budget. Having been provided with an overview of the total budget, the task forces had begun to work on their plans for implementation. Final recommendations had not yet been made to the PDC Council at the time of the initial site visit, but program and budget highlights included tentative plans for:

- training in curriculum, human relations, parent involvement, health services and handicapped services;
- gaining administrative support for ideas and recommendations from the task forces and PDC Council;
- achieving consensus between Head Start and elementary school teachers to work toward the same goals;
- emphasizing to the school system the need for support services for elementary school children;
- allocating more monies for teaching materials, equipment and release time for administrative purposes.

Administration, February to June 1975. The PDC staff composition has not changed during this period. However, if the submitted 1975-76 PDC proposal is approved by OCD, PDC staff will be increased by two during the implementation year to include a Health/Handicapped Coordinator and a person to drive a van that the program intends to purchase. (The van will be used to transport children to and from community agencies for needed services and to transport handicapped children to and from school, if needed.) There has been a slight change in the composition of the PDC Council according to the PDC Coordinator. Two new members--a Head Start Policy Committee member and an elementary school parent--have been added to the Council. Council members felt more representation from the Head Start Policy Committee was needed and the elementary school parent who had been representing her group became employed by the county schools and was therefore replaced.

At a PDC Council meeting on May 13, 1975 the group reviewed and adopted by-laws which were written by a three-person subcommittee of the Council with input from the PDC Coordinator. The by-laws provide for the establishment of two committees: a Review Committee and an Executive Committee. The Review Committee is composed of task force representatives on the Council and will have as its purpose 1) to review all task force operations and make recommendations to the task forces, and 2) to maintain communication and coordination between the task forces, the preschool and the school, in cooperation with the PDC Coordinator. Executive Committee membership includes PDC Council officers and two at-large members and will serve to plan and initiate Council activities in cooperation with the PDC Coordinator.

Training for parents in basic decision- and policy-making skills was held during the May 13 PDC Council meeting; two consultants from the State Department of Education conducted small group training in these areas. Again, the PDC Coordinator, along with the Chairperson of the Preservice and Inservice Training Task Force, felt that additional training for parents and teachers in decision-making had occurred informally through their participation on the Council and in the task forces.

The PDC Coordinator has worked together with the Head Start program and the elementary school to develop a program and budget for the implementation year. Each of the five task forces developed and submitted to the PDC staff their goals, objectives and budgetary requests for the 1975-76 school year. Using this input, the PDC Coordinator and the Head Start staff wrote the PDC implementation year proposal. Final approval of the proposal was then received from the PDC Council and the task forces and the proposal was submitted to OCD in March 1975.

Although the individual task forces have established their goals and objectives and have developed strategies to deal with them, the PDC Coordinator identified some overall program goals. These include providing continuous experiences for children in school, helping children to experience success to the greatest extent possible, helping the development of the total child, and making parents realize the vital role they play in the development of their child.

In April, with help from the technical assistance consultant, the PDC Coordinator reviewed the status of the program (e.g., which planning tasks had been completed and which tasks had yet to be addressed) and revised the planning year timetable to link the Head Start program with the elementary school. The revised timetable is set up by component areas and includes objectives, strategies to reach the objectives, the completion date and a list of resources needed to reach each objective. The revised timetables are projected through June 1975 after which the 1975-76 proposal timetables take effect. These timetables, then, serve as the coordinated plan linking all of the components.

The PDC Coordinator works with the county public schools' Federal Program Coordinator to obtain information on additional state and federal funds, and a representative from the State Department of Education serves as a resource person about state funding information for the PDC Coordinator.

> In sum, the program has established a PDC Council according to the guidelines, has developed goals, objectives, timetables and priorities for the planning year and has developed a budget and program plans for the implementation year. Throughout this effort the program staff have involved both the Head Start and the school staff.

Education, through January 1975. The Task Force on Education had set up a regular meeting schedule to arrange for communication between preschool and elementary teachers, teacher aides, parents and administrators during the planning year and the start-up year. These individuals will also be involved in the development of the educational approach. The goal of this approach will be to facilitate the growth of the total child.

At the time of the first evaluation visit, the Task Force on Education had established a "PDC Exchange Program" which had been in operation for two months. The purpose of this program is to gain a better insight into the activities of both Head Start and the elementary school by having Head Start and elementary teachers, through classroom observations, identify discontinuities between the two programs and try to find ways to bridge these gaps. Consequently, some progress had been made in laying the foundation for the development of a compatible and coordinated curriculum approach for PDC schools.

The task force plans to develop a curriculum based on local needs. The curriculum content presently being used will probably remain the same while the "approach" will be altered to eliminate discontinuities. A committee consisting of volunteers from the task force had begun to examine the diagnostic and evaluative systems currently used in Head Start and the elementary school. The committee will select or develop a system that will contribute to increased individualized instruction and help assure the diagnosis of the total child. Educational materials and evaluation books were still being examined by the task force.

The task force discovered that the following discontinuities exist between Head Start and the elementary school:

- Structured activities in the elementary school--unstructured activities at Head Start.
- Independent study in the elementary school--supervised activities at Head Start.
- Differences in disciplinary methods, classroom management, teacher/pupil ratio, evaluation devices used and teachers' roles in the classroom.
- A more relaxed classroom attitude and more verbal communications between teachers and pupils at Head Start.
- More self-help activities in evidence at Head Start.

The task force suggested the following possible steps to bridge gaps and provide more continuity for the children moving from Head Start to elementary classes:

- Lower the pupil/teacher ratio at the elementary school by seeking parents as volunteer aides or by hiring paid aides for the classrooms.
- Develop more compatible philosophies regarding approaches to teaching, learning styles, classroom management and discipline, on the part of teachers.
- Promote more individualized instruction.
- Foster social competency in children by promoting independence, by seeing that children succeed more than they fail, by eliminating undesirable competition in the classroom, by encouraging curiosity and by promoting self-help activities.
- Put more focus on "affective" skills at the primary level and on cognitive skills at the preschool level.

Education, February to June 1975. The Head Start and elementary school staff have continued to be involved in the discussion and development of educational approaches in the form of task force meetings, classroom exchange visits, and visits to other educational models. Accordingly, earlier in the year Head Start and elementary teachers visited each other's classrooms and, in March and April 1975, Head Start and elementary teachers and parents visited three educational models in Georgia and in North Carolina. These schools offered a variety of approaches to individualized instruction and, of particular interest to the visiting PDC members, were their learning centers, open classrooms, "pre-first grade" programs and testing instruments. These visits, both within and outside the county school system, have resulted in a better understanding of different educational approaches and curricula. According to a member of the Task Force on Education, the curricula will focus on individual children through the individualization of instruction. Teachers have not decided, however, how learning centers, individualized instruction and open classroom concepts will be introduced in the classroom.

Regular communication between preschool and elementary school teachers, parents, and administrators has continued through PDC Council meetings, task force meetings, conferences, visits to other school systems, classroom exchanges and related training. Head Start and elementary teachers and parents have been involved in a series of six one-day reading workshops conducted by a reading consultant from the University of Georgia in Athens. And both Head Start and elementary teachers and parents have been involved in a training program which started in March. (This program is discussed in more detail in the "Training" section.) Also, three Head Start and elementary school teachers, the Head Start administrative staff and the PDC Coordinator attended a conference in April sponsored by the Southern Association on Children under Six (SACUS). The conference had as its focus: "Children" The Energy of Today and Tomorrow." Further training involving parents, teachers and administrators is planned for the weeks of June 9 and June 16, 1975. The training sessions will cover parents as educators in the home, nutrition, physical fitness, understanding children and their development, and creative dramatics and music.

The Education Task Force is in the process of developing a compatible and coordinated curriculum for Head Start and kindergarten children. The visits to other school systems and the classroom exchange between Head Start and elementary school teachers have given task force members exposure to different curricula and approaches. Thus far, the members of the task force have identified the grade-level goals and objectives that are currently used in Head Start and in the elementary school program. However, efforts to develop a curriculum have been hampered by differences of opinion at the administrative level. Specifically, the Curriculum Director for the county schools has been willing to see teaching methods, techniques and policies changed but has been uncertain about the necessity of curriculum changes.

According to the PDC Coordinator, a subcommittee of the task force consisting of three Head Start teachers, two kindergarten teachers, two elementary school aides and possibly a first grade teacher will meet throughout the summer to develop a curriculum for the Head Start and kindergarten levels. As a starting point, these members have been given various educational models to study along with the current Head Start and kindergarten goals and objectives. At the time of the second evaluation visit, the PDC Coordinator could not speculate as to whether or not the subcommittee would select a totally new model or incorporate many of the existing curriculum objectives into the curriculum they will develop. Both the reading consultant, and the representative from the Early Childhood Division of the State Department of Education have indicated to the PDC Coordinator their willingness to become involved in the curriculum development effort and will probably work with the subcommittee and with the Coordinator this summer. The PDC Coordinator foresees the Head Start and kindergarten curriculum developed by September 1975 and plans to work on curriculum development for the other grades next fall.

Task force members have discussed and reviewed diagnostic and evaluative systems for individual children, including those used in the Head Start and kindergarten programs. According to a task force member, the Curriculum Director for the county schools has developed a checklist for grades kindergarten through 6 and the task force has decided to use it for PDC grades 1 through 3 next year. Plans call for a checklist for 4- and 5-year-old children to be developed by the task force subcommittee simultaneously with the curriculum and to be ready for use in September 1975. In addition, the task force member indicated that she and two other members of the task force, who are currently taking a PDC-paid graduate reading course offered through the University of Georgia, are reviewing materials such as phonics inventories, site work inventories, etc., which could be used by teachers (in addition to the checklists) to assess individual children. She indicated that this information would be shared with the task force, although it was not clear when the Education Task Force would meet next.

In addition to addressing the planning task guidelines, the Education Task Force made the following recommendations, and has since acted on them:

- *Provide a resource room for teachers.* This room might include resource materials on topics such as individualizing instruction, dealing with handicapped children within the regular classroom setting, setting up learning centers, etc. Space in the elementary school has been allocated for this resource center and the PDC Coordinator and Parent/Support Services Coordinator are currently reviewing materials which might be purchased and included in the room.

- Provide aides to increase teacher/pupil ratio. Currently, parents are being trained to serve in a meaningful capacity in the classroom. Extensive training is being provided for those parents who wish to spend considerable volunteer time in the classroom setting.

- Provide consultants and training for all involved PDC staff. The training schedule set up by the Training Task Force has included all PDC staff: teachers, parents and administrators.

- Use ongoing evaluative and diagnostic devices to assess each child at his own developmental level. The subcommittee will address this issue.

- Develop an understanding of children as individuals through teacher/teacher conferences, parent/teacher conferences and evaluative devices.

Thus, the Education Task Force has been primarily concerned with helping its members (teachers and parents) gain a better understanding of the Head Start and elementary school programs and of their similarities and differences. Most of the year has been spent in discussing these two programs (in addition to others) and in trying to reach a consensus on the kind of education methods/curriculum PDC teachers will use during the implementation year. Most teachers are in agreement on the educational methods, e.g., individualized instruction, learning centers, etc., and this summer the task force subcommittee will focus on curriculum development and on the development of diagnostic and evaluative systems.

Preservice and inservice training, through January 1975. Like the other task forces, the Preservice and Inservice Training Task Force meets weekly. The goal of this task force is to provide the training necessary to implement the objectives of PDC and to utilize local people whenever possible to meet these training needs. While continuing to work with the other task forces and the PDC Council to define specific training needs for parents, teachers and staff, the task force had been developing training sessions. These sessions will be open to PDC parents, teachers and aides and have been scheduled at a nearby education center and at the local elementary school. The topics for the day-long training sessions include remedial instruction, math, reading, art, human growth and development, techniques and methods for handicapped children, and behavioral adjustment.

Each teacher and aide will visit at least one other school to see curriculum models and will be accompanied by two Head Start parents and two elementary school parents. Staff exchange visits were being implemented between Head Start and the elementary schools and teachers had requested more such visits. (Head Start parents will also visit the elementary schools.) The PDC Coordinator has lunch with elementary teachers at least once a week to ensure informal communication.

Inservice training was being conducted through workshops in language, reading, math and methods. Additional workshops in curriculum, communication and motivation will be given.

A language development workshop had been scheduled for PDC teachers, aides and parents. The purpose of the workshop was to foster creative and verbal communication and self-expression through poetry and was conducted by a Georgia poet who organized the "Poet in Residence" program sponsored by the Georgia Commission on the Arts.

A college course offered by the University of Georgia was to be presented locally for PDC parents, teachers and aides. The course will deal with child growth and development. Also, a professor from the University of Georgia was to work with teachers in the classroom to develop reading skills; follow-up sessions were to be offered in the afternoons for teachers and parents.

The task force planned to develop a training calendar based on the training needs defined by themselves and members of other task forces. According to the PDC Coordinator, the main problem facing the complete implementation of the training component rests with the development of the diagnostic and evaluative mechanisms.

Preservice and inservice training, February to June 1975. The Preservice and Inservice Training Task Force has developed a comprehensive training schedule which was implemented in March 1975 and extends throughout the entire implementation year. Training needs for the various component areas were solicited by the task force members in January and February 1975 by having the other task forces review their needs and submit a list of such needs to the Training Task Force. During February and March, then, the Training Task Force reviewed the requested needs, made decisions, set priorities and developed the training schedule.

At the time of the second evaluation visit, training in the areas of language arts and thinking skills, individualized instruction, decision- and policy-making, art, physical education activities, techniques and materials related to teaching language development, human growth and development, classroom management, standardized testing, working with audio-visual equipment and techniques and methods for handicapped children had taken place.

While some of the training is specifically designed for teachers or parents. other training includes all three groups--parents, teachers and administrators. The CESA program which is a cooperative training effort initiated and funded through the Georgia State Department of Education to provide services to 16 counties, has been utilized by the PDC program to provide training to teacher aides adn other nonprofessionals and is being attended by Parent Corps members. (Staff were successful in getting the trainers to conduct these sessions in the local elementary school.) Other training that has occurred or is in progress includes visits to other schools, classroom exchanges, the SACUS conference, the reading workshop and the payment of tuition by the PDC program for five teachers to take a graduate course in reading. A five-day training session for teachers, parents and administrators is planned for the weeks of June 9 and 16 and will include 11 sessions, each on separate topics, ranging from nutrition to meeting the needs of individual children to parents as educators in the home.

Training in methods of individualized instruction has begun and will be included in the June training and in the training scheduled for the implementation year. According to the Training Task Force Chairperson, all of the training (including the ongoing workshops in reading, the site visits, the college courses and so forth) stresses the individualization of instruction. As mentioned earlier, the curriculum has not been developed or selected yet. The PDC Coordinator indicated that additional training will probably be incorporated into the training schedule in August and during the implementation year to reflect the educational methods/curriculum selected.

Consultants who have been or will be involved in PDC training are from state universities or other educational institutions. These institutions will also be involved in the training scheduled for next year. The training schedule for the implementation year deals with specific components--education, parent involvement, administration, handicapped and support services--and lists the title of each session, the date for the training, the consultant conducting the session, the type of people involved (parents, teachers, etc.), the number of days it will cover and the resources required for the session.

> Thus, the Training Task Force has developed a comprehensive training schedule for all component areas which involve parents, teachers and administrators. Since March, parents and teachers have been involved in training sessions which cover a wide range of topics. Plans indicated that these training sessions will continue through mid-June and will be resumed in August 1975.

Developmental support services, through January 1975. As mentioned, the Parent/Support Services Coordinator was hired in August 1974. Her education (M.A. in social work) and past work experiences (Social Worker, Equal Opportunity Officer and Director of the County Day Care Center) make her extremely suitable for this position. She is knowledgeable about both state and local support services and has developed valuable skills in personal/public relations.* The nine-member

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*At the time of our initial visit, the Support Services Coordinator had just had an accident and was recuperating at home, thus, although team members talked with her briefly, most of the information obtained for this component and for parent involvement and handicapped children came from committee members.

Developmental Support Services Task Force includes two teachers, two aides, two parents, a public health nurse, a nurse from Ninth District Opportunity, Inc. and the Director of the County Department of Family and Children Services.

By January the task force had met four times and had addressed each of the planning tasks. The medical, dental, nutritional, mental health and social service needs of PDC children will be assessed through the use of Head Start and school records, teacher evaluations, home visits and the County Health Department. The task force hopes to complete this needs assessment by the start of school in the fall. Members have examined existing services in these areas and have identified gaps in nutritional and medical services. The elementary school does not have a breakfast program and therefore some nutritional needs of the children are not being met. A tentative survey made by the task force indicated that a few (not more than 10 to 15) children come to school without having had breakfast. The task force was therefore recommending to the PDC Council that a light breakfast be provided for these children. The second gap identified was the absence of medical/dental care for those not on medicare and who do not have private physicians. The Support Services Coordinator had received a written commitment from staff at the County Health Department that they would serve as resource persons to these children and their families for their medical and dental needs.

Some of the task force members, including the Support Services Coordinator, are familiar with community resources that are available to meet the needs of children and, as a result, have produced an extensive list of such clubs, agencies and organizations. Members of the task force had approached some of these agencies about their potential involvement and expected to receive letters of commitment from several.

The need for a coordinated record-keeping system linking the Head Start and elementary school programs had been discussed and the records that each program uses have been examined. The task force was deciding on a common form to use during the start-up year.

Developmental support services, February to June 1975. The task force has developed objectives and strategies for dealing with nutritional and health services, including providing breakfast to hungry children, training for parents in the areas of nutrition and health education and setting money aside for a full-time clinic for special needs of children. The task force has not, however, started to assess the medical, dental, mental health, nutritional and support services needs of the children who will be involved in PDC next year. According to the PDC Coordinator, the records of Head Start children and elementary school children will be reviewed either this summer or in the fall by the Health/Handicapped Coordinator to check for such things as initial dental check-ups, physical examinations, information, etc. The staff have no plans to systematically assess the nutritional, mental health or social needs of the children who will be involved in the program, although they expect to address this task during the remaining summer months. Continued reassessment will take place next year.

The task force has already assessed community resources but is still in the process of identifying resources outside the immediate community. The Support Services Coordinator has verbal commitments from most of the community agencies concerning services to PDC children and intends to ask for written commitments regarding the kinds of services they will be providing to children in the program.

The task force suggested that PDC funds be provided for problems that do not fall within the scope of the Head Start program, the school system, or the above-mentioned resource agencies. As a result, the PDC budget for next year reflects funds for support services to fill such "gaps" in resources. Also, the Support Services Coordinator intends to send letters to local civic groups in May informing them of PDC and soliciting their support. However, she and the task force are not optimistic about procuring substantial funding.

The project has not yet developed a system to coordinate direct services and referrals. This will be developed during the summer when the Health/Handicapped Coordinator is hired and can devote time to this planning task. After reviewing health forms used in Head Start and the elementary school, members of the task force have suggested that a new health form card be developed which will follow a child from Head Start through third grade. The Health/Handicapped Coordinator will be responsible for developing this form.

According to the Support Services Coordinator, local Head Start program staff send their records to the elementary school their students attend. Thus, a system of record transfer already exists. She was not certain whether all preschool/kindergarten programs in the community (kindergarten is not mandatory in Georgia) send their records to the elementary school but intends to look into this so that records for all children would accompany them when they enroll in the first grade PDC classes.

The Support Services Task Force has been instrumental in earmarking PDC funds for the establishment of a full-time health clinic (there is no school nurse in the elementary school) and to see that the health needs of PDC children are met. Also recommended by the task force was the hiring of a part-time coordinator who would work with the Health Department to eliminate duplication of services, identify gaps in services, inform parents of services available to them and develop a record-keeping system. These recommendations for additional staff along with the recommendation from the Handicapped Task Force that a handicapped specialist be hired, were considered by the PDC Council and resulted in one new position--that of a Health/Handicapped Coordinator who would be responsible for the operation of the health clinic and for seeing that children's needs were being met.

> In sum, the PDC staff still have one major planning task to address--that of assessing the needs of PDC children. Community agencies have been identified and contacted (representatives of many of these agencies serve on the PDC Council), a Health/Handicapped Coordinator will be hired, PDC has allocated funds for services not provided by families or agencies and plans have been made to set up a health clinic. It seems that once a needs assessment is completed, the program will be fully prepared to meet any needs children may have.

Parent involvement, through January 1975. Radio interviews and newspaper reports had been used to inform and encourage parents to become involved in PDC. Parents of children who will participate in PDC have received and will continue to receive letters and the minutes from parent meetings to help keep them informed of the goals and progress of the project.

In January, the Parent Involvement Task Force developed and circulated survey forms to parents and teachers in order to evaluate the degree of present and anticipated parent involvement in Head Start and school activities and to survey parent needs. The data generated from the 128 forms returned by the parents showed that over one-half of the parents wished to participate in the planning and decision-making activities and that half of the parents responding to the survey would like to volunteer to work in the classroom two hours or more per week. Also, more than one-half of these parents said that they would volunteer to work one hour or more in the health clinic.

In terms of parent training needs, the following topics were identified most requently by parents: "helping your child succeed in school," "understanding your young child," "first aid," and "nutrition." Even though results of the survey indicated parental willingness to become involved in school-related activities, staff members mentioned parent apathy and a lack of understanding on the parents' part in regard to their potential roles as being factors that had to be overcome in order to effectively involve parents in PDC.

A Parent Corps was being designed to link the PTA and Head Start Center committees and its members will work closely with the PDC Council. This Corps, of from 7 to 10 parents, will serve as the nucleus for the entire PDC parent population.

More meaningful roles were being planned for parents in the classrooms as both volunteers and aides and in policy and budgetary decision-making areas.

The Parent/Support Services Coordinator and the Parent Involvement Task Force Chairperson share the responsibility for the implementation of this component.

Parent involvement, February to June 1975. Regular communication between Head Start Center committees and the PTA takes place through PDC Council meetings and through the various task forces which contain members from each parent group. In addition, the Parent Corps containing parents from each program was established in March 1975 and has as one of its goals the facilitation of communication between the two parent groups. The Parent Involvement Task Force also plans to publish a newsletter to keep parents, teachers and administrators informed of PDC news. One member of this task force thought the newsletter would be started this summer. Also, the PDC Coordinator has contacted and reviewed an affirmative response from the executive bodies of the PTA and the Head Start Policy Committee to have a member from each serve on the other's group, thus facilitating communication between the two. This system is scheduled to start in September 1975.

The Parent Involvement Task Force hopes to accomplish two goals through the Parent Corps: 1) to involve parents in the classroom in a meaningful manner, and 2) to serve as the nucleus for the entire parent population that is part of the PDC effort. The idea for a Parent Corps originated with the Head Start Director and the Ninth District Opportunity's Parent/Support Services Coordinator, and was approved by the Parent Involvement Task Force. Based on parent questionnaire responses, approximately 10 to 13 parents were contacted by task force members about their possible involvement in the Parent Corps. According to one Parent Corps member, the role of a Corps member is twofold: 1) to attend training offered through the PDC and CESA so that he/she can serve as a classroom aide next year on a regular basis, and 2) to tell other parents about PDC and the need for parent involvement in the classroom and schools. The 10 to 13 parents who will be regular volunteers in the classroom next year need 30 hours of training. (According to the Principal, the state recommends a minimum of 30 hours of training for paraprofessionals in the classroom.) According to the PDC Coordinator, other parents who do not take part in this extensive training will serve as classroom volunteers but on an irregular basis. All but one of the 15 PDC teachers who responded to the survey indicated that they would use parents in the classroom.

Due to the extended absence of the Parent/Support Services Coordinator, the Parent Corps had not met regularly and, according to a member, only half of the members are attending training regularly. The Parent/Support Services Coordinator intends to start meeting with this group again and to encourage more parents to become involved.

As mentioned, the task force initially addressed parents' need for and interest in special adult education programs through a parent questionnaire that was sent out in January 1975. The form asked parents to indicate their interest in training in the areas of nutrition, child growth and development and consumer education. Training in these areas has been planned. Still to be assessed are parent needs and interests in other areas such as sewing classes, etc. The Parent/Support Services Coordinator intends to send out another questionnaire to assess additional parent needs and the task force has discussed having other activities for parents such as social events, field trips and the like.

A Parent Corps member feels that the training she has received thus far has been very helpful and wishes that more parents could get involved. She feels that the training is not only applicable to the classroom setting but also is useful to parents in dealing with their children in the home. Some parents, she feels, are very hesitant to talk to teachers, especially elementary schoolteachers, for a number of reasons and she is optimistic and excited about PDC and the parent component, i.e., PDC will get more parents involved in the school and as a result they will play a larger role in their child's education.

A member of the Parent Involvement Task Force does not have a preschool- or school-aged child but she is involved in PDC and is very optimistic about the program. In her opinion, parents have been very reluctant to talk with teachers because they do not feel adequate. She is hopeful that PDC will help them realize their influence at home in their child's development and growth.

One exciting aspect of the Parent Involvement Task Force and the Parent Corps is their impact on the elementary school's PTA. Both a parent and an elementary school teacher indicated that the PDC program and its stress on parent participation in the program and in the schools has been instrumental in activating the PTA. The PTA has asked for support and advice from the PDC program in their effort to further involve parents in the school and classrooms.

> In sum, parents in the local Head Start and elementary school have been involved in PDC activities throughout the planning year (e.g., on task forces of the PDC Council, in training programs, etc.) and view PDC as an exciting way to involve more parents in the program and in school-related activities. The Parent Corps will be instrumental in showing other parents (and teachers and administrators) how parents can participate meaningfully in the classroom and in recruiting other parents for the program.

Services for handicapped children, through January 1975. The Task Force for Handicapped Children and Children with Learning Disabilities had completed its survey of present Head Start children; of the 59 children, 12 handicapped children were identified (speech-8; respiratory-2; hearing-1; heart-1). This survey will remain incomplete until April when Head Start recruitment for next year begins. A similar survey of elementary school PDC children was underway.

Individual members of the task force had been assigned to investigate community resources for use in the handicapped component. As noted earlier, many community agencies had already agreed to participate in the PDC program. The local Lion's Club had agreed to provide funds for vision tests and a local women's club had volunteered to assist in administering the eye tests. Speech and hearing agencies both within and outside the county had also been contacted to provide appropriate services. The PDC Council did not act on the first request to budget money to hire a handicapped specialist who would serve both Head Start and the elementary K through 3 classes because the job description was too general and because no budget allocation was presented. But additional staff to work with handicapped children might still be hired when details have been ironed out.

Agreement had been reached by January between the PDC Council and the School Superintendent to mainstream handicapped children. However, because the Parent/Support Services Coordinator was not available to discuss her areas in detail, the evaluation team was not able to ascertain which handicapped children would be mainstreamed. In a related area, the PDC Training Task Force had been requested to develop and provide training for parents and teachers in special techniques to use with handicapped children. Head Start and elementary school teachers planned to visit schools where handicapped children are mainstreamed to examine their training programs.

Services for handicapped children, February through June 1975. According to the Parent/Support Services Coordinator, the PDC program is still in the process of surveying the number of handicapped children to be served next year. A survey has been conducted for Head Start children and for incoming first grade students; initial screening identified 31 students as needing further testing and PDC has arranged to have this done. Incoming Head Start children will be screened prior to the start of school in September 1975. At the time of the second site visit, the county psychometrist had not yet started to survey handicapped children in regular classrooms in the elementary school to find out how many would be involved in PDC. There are two Educable Mentally Retarded (EMR) classes at the elementary school and PDC staff plan to mainstream as many of these children as possible (these children currently do not spend time in regular classrooms). The Parent/Support Services Coordinator plans to meet with the Principal, the psychometrist and the EMR teachers before school is out for the summer to discuss each pupil (in grades 1 through 3), develop individual profiles, and decide how he/she could be mainstreamed next year into PDC classes.

One of the community agencies identified and contacted is the Oak Hill Center where support services staff for the county schools are located. The staff includes social workers, speech therapists, a specialist in hearing disabilities, a school psychometrist, etc. These specialists work with handicapped children in the school setting as well as at Oak Hill and the PDC staff plan to use them in training staff. Teacher and parent training in working with handicapped children started with two training sessions--"Techniques and Methods for Handicapped Children" and "Behavioral Adjustment and Classroom Behavior." The training sessions were held in April and May 1975. Further training in this area is scheduled for the June workshop. According to the Parent/Support Services Coordinator, after the survey of handicapped children is finalized, more specific training which deals with the identified handicaps will be planned, including helping teachers provide special individualized services to these children within the framework of the regular classroom. As mentioned, the PDC staff plan to involve the Oak Hill specialists in the training as much as possible and the Parent/Support Services Coordinator is hopeful that the Health/Handicapped Coordinator will have some expertise in this area and will therefore be able to work with the teachers in dealing with problems they may encounter.

The new Health/Handicapped Coordinator will be responsible for these two components (support services and handicapped) and will be involved in setting up the health clinic at the elementary school. As mentioned previously, the program intends to buy a van, and it will be used to transport handicapped children to agencies as needed. A van driver will be hired before the start of the school year.

The only physical change anticipated is providing ramps for children unable to get in and out of the van and in and out of schools. And the Parent/Support Services Coordinator and the PDC Coordinator are in the process of reviewing materials for the classrooms and for the elementary school resource center.

> As in the case with the support services component, the one key task yet to be completed is the survey of handicapped children. The staff have identified and contacted resources, have conducted training for parents and teachers in this area (and have specific plans to conduct more training) and have planned for staff from Oak Hill and PDC (Health/Handicapped Coordinator) to be involved in serving handicapped children and in helping teachers to meet the needs of these children. Thus, once the survey is completed and decisions are made regarding which EMR children can be mainstreamed (and for what portion of the day), the program will be ready to meet their individual needs.

Services for bilingual/bicultural children, through January 1975. Although there is no task force dealing with this component (there are no bilingual children in Head Start or in the elementary school), the various task forces were aware of the racial composition of the PDC program (Black and Caucasian) and were keeping this in mind as they wrote goals and objectives for the 1975-76 proposal.

Services for bilingual/bicultural children, February to June 1975. According to the PDC Coordinator, bicultural activities, issues and concerns have been incorporated into the 1975-76 PDC proposal. Basically, the program intends to include all parents in all areas of PDC since they have a better understanding of the needs of their children. According to the program's proposal, staff training will focus on sensitizing staff to the needs of both Black and White children, especially in the areas of language and self-concept; the curriculum will include multicultural information (e.g., Black history). All parents will have opportunities to serve in the classroom as resource people and the support services will reflect the needs of all children, including the screening of Black children for sickle cell anemia.

E. Analysis of the Planning Process

The Georgia PDC program is a cooperative "team" effort with joint input from teachers, parents and administrators in both the Head Start and the county school district. The formal structure of the PDC program in Georgia is illustrated in Figure 1.

The analysis and interpretation of this program is presented in the sections that follow in terms of descriptions of the roles of the planning personnel, planning accomplishments and completion of planning activities, an overview and interpretation of the salient features of the program as it stands at the end of the planning year, and a description of the de facto definition of the PDC program.

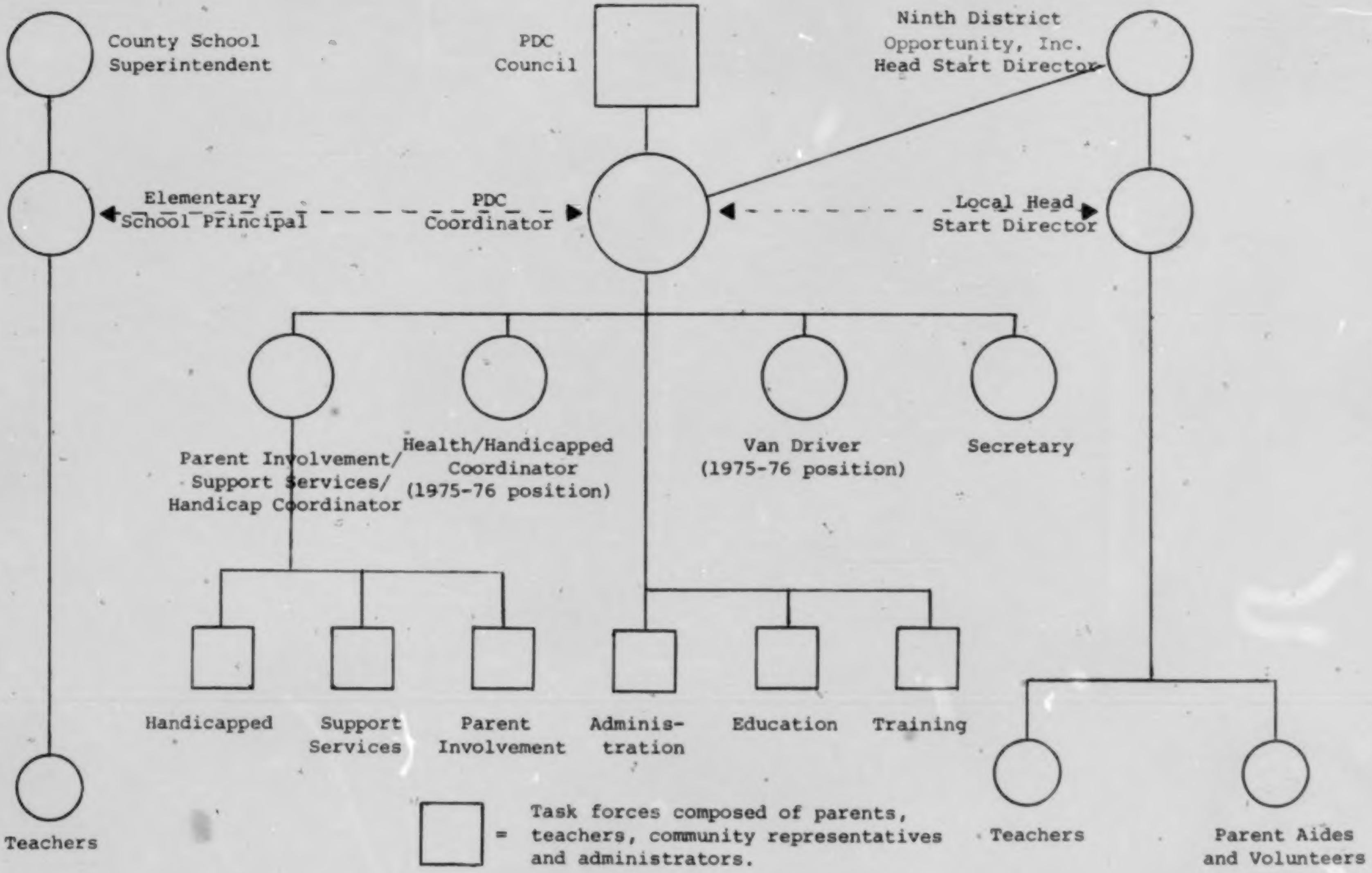
Description of Roles

Although the planning for the Georgia PDC program has been a team effort, there are four or five key groups or individuals who have played major roles in the planning year process. The roles of these groups or individuals are defined below.

- PDC Coordinator. The PDC Coordinator was hired in November 1974 by the grantee and spent the first few months under the direction of the Head Start Director who had been acting PDC Coordinator until November. The Head Start Director's involvement in the program has lessened considerably in the past few months and, since February, the PDC Coordinator has been completely responsible for the overall operation of the program. The PDC Coordinator is responsible for three component areas (education, training and administration) and has as one of her major roles the coordination of the entire program, i.e., keeping parents, teachers and administrators informed of and involved in the PDC program. In addition to addressing specific components and overseeing the operation of the entire program, the PDC Coordinator is very involved in maintaining the coordination/communication that has been established among staff from the Head Start program, the county school system, various community agencies, and the PDC staff.

Figure 1

Formal Structure of the PDC Program in Georgia


County School Superintendent
PDC Council
Ninth District Opportunity, Inc. Head Start Director
Elementary School Principal
PDC Coordinator
Local Head Start Director
Parent Involvement/ Support Services/ Handicap Coordinator
Health/Handicapped Coordinator (1975-76 position)
Van Driver (1975-76 position)
Secretary
Handicapped
Support Services
Parent Involvement
Adminis-tration
Education
Training
Teachers
Teachers
Parent Aides and Volunteers
= Task forces composed of parents, teachers, community representatives and administrators.

- Ninth District Head Start Director and support staff. The Head Start Director and her support staff (the Education Coordinator, the Parent Involvement Coordinator, and Head Start Nurse) have been instrumental in organizing and operationalizing the Georgia PDC program from the time the grant was awarded through February 1975, when the present PDC Coordinator assumed responsibility for the administration of the program. Until that time, the Head Start Director was directly involved in the operation of the program and worked closely with the PDC Coordinator, showing her the "ropes" in administering such a program. The three Head Start support staff members were also very involved in the project, providing direction and leadership in the areas of training, education, parent involvement and support services. They, along with the Head Start Director, played a major role in getting the program "off the ground." At the time of the second site visit it seemed that their involvement, with the exception of the Education Coordinator, was lessening; certainly the Head Start Director had left the administration of the program to the PDC Coordinator and, now that the Parent/Support Services Coordinator had rejoined the program, she has assumed responsibility for the support services and parent involvement components. (While she was recovering from her accident, the Head Start Parent Involvement Coordinator and Nurse had been coordinating these areas.) Presently, although still involved on PDC task forces and the PDC Council, grantee staff have left responsibility for the program to PDC planning staff.

- County school district personnel, administrators and teachers. The School Superintendent, the Assistant Superintendent and the Elementary School Principal have been very supportive of PDC throughout the planning year. They want PDC to meet the needs of their students and have contributed time and effort to the program through their participation on task forces and on the PDC Council. Elementary school parents and the elementary school teaching staff have been equally involved and have been active participants on PDC task forces, on the PDC Council and in PDC training activities.

- Consultants, Georgia State Department of Education. Consultants from the Early Childhood and Special Education Division of the State Department of Education have played major roles in the PDC planning year by providing guidance, advice, information and moral support for program staff. A representative from this division serves on the PDC Council and it seems that regular communication occurs between this division and the PDC staff. The State Department of Education also serves another function--that of publicizing the PDC program. State department personnel have told other programs and/or school districts about the PDC program and as a result, the PDC Coordinator and other staff have occasionally made presentations to such groups. The PDC program has taken advantage of the availability and expertise of these consultants and their input has been very beneficial for the program.

- PDC planning task forces and PDC Council. As mentioned previously, the component task forces have played important roles in the planning year process. They have assumed responsibility for implementing the guidelines' planning tasks and have been involved in recommending program objectives and goals and making budgetary requests for the 1975-76 PDC proposal. The PDC Council has played a less active role in reviewing and adapting task force recommendations and has tended to accept all suggestions and recommendations emanating from the PDC Coordinator and the Head Start Director.

The working relationships of the PDC staff and Head Start and elementary school parents, teachers and administrators are excellent. This success can be attributed to the Head Start staff who laid the groundwork for the relationships and to the PDC Coordinator and Parent/Support Services Coordinator who have worked to maintain the relationships.

In sum, cooperation and team effort characterize the Georgia program--all those interviewed had positive things to say about the program, the staff, and the working relationships that had been established, and all felt that they, themselves, were playing an important role in the planning year.

Planning Accomplishments by Component

The PDC planning process has progressed very well in Georgia, with more than half of the planning tasks completed at the time of the early May site visit. Table 1 gives a component-by-component breakdown of planning task completions.

It should be noted that many of the planning tasks listed under "in progress" are ongoing types of tasks. For example, program staff have identified community resources, but plan to make further inquiries in this area. And in the same manner, teacher training in individualized instruction and in teaching age-appropriate basic skills has begun and will continue during the June workshop and throughout next year. Thus, many of these tasks will be in progress throughout the duration of the program, e.g., teachers will continue to be trained, needs will continue to be assessed, etc.

Three of the six components have maximum task completion and only one of the 42 planning tasks has not been addressed, indicating the attention the program has given to the individual planning tasks. Although all of the handicapped and support services planning tasks have been addressed, their lack of completion is due primarily to the three-month convalescent leave of the Component Coordinator. Many of the planning tasks could be discussed by the two task forces but could not be coordinated or completed, i.e., task completion was dependent upon a PDC staff person who had the time and resources to fully address the tasks. For example, it is the responsibility of a PDC staff person to contact the various community agencies, to make sure that a survey of handicapped children is completed, to write letters seeking funds to fill "gaps" in services, etc. Since the Component Coordinator experienced a prolonged absence from the program, there was no staff member who could devote the time and energy necessary to complete these tasks. Now that she has returned, however, she is tackling these issues.

In addition to these OCD-defined planning tasks, various planning staff identified three locally defined PDC tasks, namely:

- To obtain permission from the county school superintendent to involve parents in the elementary classrooms on a regular basis (this has never been done before) and to provide comprehensive training for those parents who wish to have this kind of involvement;

Table 1

Degree of Completion of Planning Tasks by Component

Component	Number of Planning Tasks	Complete	In Progress	Not Begun
Education	5	3	2	0
Training	5	2	3	0
Support Services	7	2	4	1
Parent Involvement	6	5	1	0
Administration	11	10	1	0
Handicapped Services	8	2	6	0
Bilingual/ Bilcultural*				
COMPLETION TOTAL	42	24	17	1

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* Since there are no bilingual children in the Georgia PDC program, the program is not addressing these planning tasks per se. However, they are serving a Black and White population and have therefore taken into account bicultural issues and concerns in planning for the other component areas.

- To provide comprehensive training for parents over and above what the guidelines call for, e.g., training in consumer education, legal services, income tax matters and so forth.
- To set an example for the local PTA group. PDC has been instrumental in activating this parent group by serving as a model for parent involvement in the schools.

Planning Accomplishments by Type of Activity

Table 2 gives a review of the completion of planning tasks based on the type of activity. All planning tasks were analyzed for the activity required and were placed in four major categories: coordination, review and assessment, administrative decisions and program decisions.

Coordination. Included as coordination were all activities that involved developing timetables and schedules, arranging intergroup communication and defining relationships among people and/or groups. Two-thirds of these kinds of tasks have been completed and, of the four categories, the program has been most successful in addressing coordination-type planning tasks. This corresponds with one of Georgia's prime objectives--that of establishing and maintaining positive working relationships among the various groups involved in PDC.

Review and assessment. Review and assessment requirements included review of existing programs, review of program alternatives, surveys of resource people and services and assessment of needs and interests. Two (40%) of the five planning tasks categorized as "review and assessment" have been completed. Again, lack of completion on three tasks is due to the absence of the Component Coordinator since they required the time and involvement of a PDC staff member.

Administrative decisions. Seven (63%) of the 11 administrative decisions have been completed. These designs include hiring personnel, deciding on space and physical plant issues, budgetary issues and initiating specific program activities. These were easily definable, fixed-time decisions and most have been addressed. Completion of these kinds of tasks also is an indication of the PDC Coordinator's ability to work productively with Head Start and school system administrators in making joint decisions.

Table 2

Degree of Completion of Planning Tasks by Type of Activity

Activity	Complete	In Progress	Not Begun	ACTIVITY TOTAL
Coordination	10	4	1	15
Review and Assessment	2	3	0	5
Administrative Decisions	7	4	0	11
Program Decisions	6	5	1	12
COMPLETION TOTAL	25	16	2	43

Program decisions. One-half of the tasks related to program decisions have been completed. Included here are definitions of program goals, definitions of needed program materials, definitions of training content and definitions of program plans for instructional support services. Four of the six incomplete planning tasks in this area pertain to curriculum development, selection of educational methods and the selection or development of a diagnostic and evaluative mechanism. As mentioned earlier, much staff time during the planning year was spent discussing traditional and innovative curricula and styles of teaching and in reaching a consensus on the type of teaching approach and curriculum the teaching staff would like to implement in PDC. Curriculum development and the selection/development of a diagnostic system will be the focus of a task force subcommittee this summer.

In sum, PDC staff have addressed the planning tasks in all areas with equal emphasis. In general, considering that many of the tasks marked "in progress" are ongoing types of activities, the Georgia PDC program has made good progress in addressing all component area tasks. Some lack of progress in the support services and handicapped areas was due, as mentioned, to the Parent/Support Services Coordinator's absence, but with her return these tasks should be addressed and completed. The other problem area--curriculum development--is to be addressed this summer by the education subcommittee.

Program Interpretation

The Georgia PDC program has had a successful planning year and is, for the most part, prepared for the implementation year. This section gives an overview of the program and an interpretation of factors that have influenced the planning year.

- Positive working relationships. The evaluation team felt that the Georgia PDC program is actively involving parents and personnel from both Head Start and elementary school programs in all phases of the planning year. There is no evidence that the PDC staff leans in the direction of either program or of any animosity between the Head Start and elementary school program staff. With the exception of some differences of opinion concerning curriculum changes, the PDC staff and Head Start and elementary school teachers, parents and administrators have excellent working relationships.

- Task force input. The PDC component task forces appear to be very effective. One reason for their effectiveness is their varied composition, e.g., each group contains teachers, parents, administrators and/or community representatives. And within each task force there are experts for that particular area, e.g., the Head Start Education Coordinator serves on the Education Task Force as does the County Curriculum Coordinator, the Head Start Nurse is on the Support Services Task Force, the Principal serves on the Training Task Force, and so on. The preplanning, then, that went into organizing the task forces has resulted in effective and efficient working groups. The end-product of the Training Task Force has been most impressive--a very comprehensive training schedule for the second half of the planning year and an equally thorough one for the implementation year. Each of the five task forces have addressed their respective planning tasks and have developed goals, objectives and recommendations for the 1975-76 proposal. Although the task forces slowed down considerably in mid-April (because of the busy "year-end" schedule for teachers and administrators) and were not meeting regularly at the time of the second site visit, they did serve a very important purpose during the planning year.

- Involvement of the Georgia State Department of Education. As mentioned earlier, the support and involvement of staff from the Early Childhood and Special Education Division of the Georgia State Department of Education in PDC planning year activities has been important. The State Department consultants have been able to identify resource people for PDC training and they have also introduced the PDC Coordinator to people who might be potentially useful to the program. In addition, they have acted as a "media mechanism" by letting others know about PDC and have provided materials that may be useful to the PDC staff, e.g., curriculum materials. On the whole, the consultants have given their total support to the program which, in turn, has given the project a sense of pride and accomplishment.

In sum, Georgia has a well-rounded PDC program that is designed to meet all the needs of local school children. Support and active involvement has come from both programs (Head Start and school district) and from a wide variety of people (parents, teachers, administrators, community agencies, etc.).

The De Facto Definition of PDC

All indications are that Georgia's PDC program will be addressing the total child next year. The PDC staff have done an excellent job of addressing all PDC component areas equally and the program is committed to meeting the needs of children in all areas, e.g, education, support services, parent involvement, etc. The training program, in particular, emphasizes the project's well-rounded orientation with training outlined for each of the component areas. Since the program has continued to be child-centered, it has a broad base of support that includes parents, teachers, administrators, consultants and community representatives. Each of these groups is involved in the program and appears to have an equal decision-making role within the program as task force and Council members.

The program's 1975-76 PDC proposal shows operational year goals and objectives that are closely tied to PDC's planning year guidelines. For example, teacher training in individualized instruction continues, parent training also continues while parent involvement in the classroom next year begins, the needs of children will continue to be assessed and reassessed, etc. Thus, the goals and objectives for next year are based on the planning year activities and guidelines. And, as mentioned earlier, the goals and objectives for next year reflect the Black and White population of the local community, e.g., Black children will be screened for sickle cell anemia, the curriculum will include multicultural activities and the program will try to involve all parents in the program and in the classroom.

PROJECT DEVELOPMENTAL CONTINUITY
PROGRAM CASE STUDY

Iowa

July 1975

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A. Introduction

The PDC site in Iowa is located in a city that is often considered to be a "representative" community for trying out new programs. With a population of some 200,000 it possesses a school system that shares many of the problems faced by large urban school systems but without an extremely high concentration of minority groups. It is said to have all the aspects of urbanization but these are not manifested as insurmountable problems. Thus, operating a PDC program at this site can provide some realistic indication as to how such a program might fare in other urban locales.

Like many of the Title I schools in the city, the prospective PDC elementary school (School M) has a program for 3-year-olds--the "Early Learning Center"--in addition to a Head Start center. Developmental Continuity is providing additional impetus for real coordination among the teachers, parents and special services staff where the framework for continuity already exists. If the program is successful, instead of simply housing several grade levels, School M will be able to provide an educationally different experience for its children. Before reviewing the existing educational setting and describing Iowa's progress in planning for Developmental Continuity, it is important to understand the context in which these activities are occurring. This introduction describes the community in which the program is located and the events that led to the establishment of a PDC demonstration site.

The Community

The Iowa PDC site is located in a moderately-sized city of 200,000 people that is located in the heart of the midwest's cornbelt-plains region. The city's population is predominantly White (89%) with a small proportion of Black residents (9%). The ethnic composition of the remaining 2% of the population is varied. It is a major commercial, transportation and industrial center. And, as part of a major agricultural region, the city is a central producer and distributor of farm equipment and agricultural supplies, as well as a rail and truck shipment point for farm products, especially grain. Plants for printing, publishing and tire production, factories with products ranging from cosmetics to farm equipment, insurance companies and government agencies are among the major employers in the city. In addition, it is a convention center and motels, hotels and meal services abound, providing additional employment opportunities for residents. Several educational institutions are located in or near the area, including universities, business institutes and a community college.

The city, like many others in America in the 1970's, has a centralized, highly commercial downtown business and cultural core which is surrounded by an older residential area. And it is here, amid large houses which have been converted into apartments (many of which are in need of repair), that the Developmental Continuity program is located. School M, the prospective PDC school, is about ten blocks from the downtown area. Families in this neighborhood have an average of three children and many (75%) are one-parent households. Approximately 60% of the families receive welfare assistance while the remaining 40% are employed as factory workers or in blue collar service capacities. Several community action groups have set up neighborhood centers in an effort to provide support and assistance to low income residents in the area. Shopping facilities in the immediate vicinity are scarce because many stores have moved due to increasing robbery and vandalism, but regular bus service to the downtown area is available.

The Origins of Developmental Continuity

The grantee for the Iowa PDC program, Greater Opportunities, Inc., is also the Head Start grantee. The delegate agency is the Independent Community School District. The Head Start Coordinator is directly responsible to the Executive Director of Education for the school district. In spite of this administrative arrangement the grantee retained some $12,000 out of the PDC budget to hire the Coordinator for Parent Involvement/Support Services directly. The fact that this one PDC staff person did not work under the supervision of the PDC Coordinator for most of the planning year can be understood by examining the beginnings of the project.

The Director of Planning and Development first learned of Developmental Continuity when he received a call from an Early Childhood Education Consultant at Iowa State University who asked whether the city had schools that could be used for the project. In deciding to submit the original proposal, a school other than School M was selected because a Head Start center was already housed in the school and a Follow Through program (sponsored by the University of Arizona) was implemented in grades K through 3. (At one point it was thought that PDC could be phased in as Follow Through phased out but then OCD ruled that PDC could not be in a Follow Through school.) After the proposal had been submitted, the school administration replaced the first school with School M as the project site and found space for a Head Start classroom to begin operations in September 1974. The Early Childhood Schools Model was selected because many of the local Head Start centers were already located in elementary school buildings. The PDC Coordinator points out that the communication required for continuity is facilitated with this arrangement--"proximity is half the battle."

At the time the local school administration first learned about Developmental Continuity, the Director of Planning and Development was under the impression that the funds would come directly to the school district. Instead, Greater Opportunities, Inc. is the grantee and some of the administrative problems grew out of this arrangement.

The Director felt that project administration would be smoother if the school district had complete responsibility. Since the school district operates the Head Start program, the Director saw the grantee as usurping school board responsibility by retaining control over the parent involvement and support services components of PDC. This situation has not been conducive to coordinated planning. Finally, on May 1, 1975, the grantee took action to terminate the Coordinator of the parent involvement and support services components. Although it is too soon to tell what direct effect this will have on the implementation of PDC at the Iowa site, many of the program participants feel that coordination in these two important areas will be greatly improved.

B. Educational Setting

The Head Start Program

At the Iowa PDC site, there is a Head Start Director at the grantee level, and also a person who is directly responsible for coordinating the Head Start classes at the school district level who will be referred to in this report as the local Head Start Director. Currently there are two Head Start sessions, morning (9-12) and afternoon (12-3), held within School M. These classes are staffed by a Head Teacher, and a Classroom Associate.

The Head Teacher has a BA degree and has been involved in Head Start for five years. She has been employed at School M since the Head Start Center opened last September.

The daily classroom routine is centered around teacher-directed activities which are broken down into various activity periods: arrival and snack time, discussion period, work time, recess, music/story and lunch. The afternoon session follows the same basic schedule, beginning with lunch. The teaching load is shared by the Head Teacher and the Classroom Associate in a team teaching effort. There are no other regular staff involved although there are usually two parents working in the classroom each day.

Since the Head Start class is located within the school building, the support services of the school, as well as Head Start, are utilized. Staff providing these services include a Social Worker, Psychologist, Psychiatrist, Nurse and Home-School Worker. These individuals comprise a support team who are available to the school three days a week, and are "on call" when needed. There are numerous community resources available too, i.e., medicaid, legal aid, day care, welfare, family counseling, etc. All of these resource agencies have been contacted by school staff.

The PDC Head Start program operates with double sessions and a home base option. The educational program, according to the local Head Start Guide, "helps the child with his emotional and social development by encouraging self-confidence, self-expression, self-discipline and curiosity; by improving and expanding his ability to think, reason, and speak clearly; and by developing a climate of confidence which will make him want to learn." The educational program focuses a great deal on learning skills appropriate for his age level that will provide the basis for the self-confidence and thinking capacity deemed so important. The skill-development focus makes the Head Start program more like the elementary program.

There is much parent involvement at the Head Start level. Parents participate in classroom activities and in extracurricular activities. The Head Start teacher holds at least six parent meetings per year, in addition to three home visits a year and parent conferences following each marking period.

In general, the Head Start program seems well run, with much teacher planning, student participation, and parent involvement. The teacher, being somewhat new to the school, would like to have greater involvement in the school. She has had numerous meetings with teachers from the other grade levels, however, where useful information and ideas have been exchanged.

The Elementary School

School M's Principal is responsible for grades 4 to 6 and 14 classes in grades K through 3, in addition to the Head Start program and the Title I 3-year-old program. Above the kindergarten level (there are three kindergarten classes at School M) the elementary program combines two grade levels in each class. There are five first and second grade combined classes (referred to as the Green Team), and six second and third grade combined classes (Blue Team), with a total of 302 children. The average classroom size is 18, with a Title I Reading and Math Associate to work with children for brief periods. There are also numerous outside specialists who come into the classrooms to help instruct in various areas, e.g., a Title I Reading and Math Consultant along with special art, music and physical education teachers.

According to the PDC Coordinator, the educational philosophy of School M is very similar to the Head Start philosophy, but there is no explicit "educational philosophy" as such.

The classroom day is divided by subject matter (i.e., reading, writing, math, science, etc.) with periods lasting from 30-45 minutes. While the teacher works with small groups the other children do individual work at their seats. Teacher planning is aimed at individual and group needs. Teachers are continuously involved in inservice training to supplement the various new programs that emerge from year to year. There is a minimal amount of parent participation in actual classroom activities, although parents are often included in field trips. Various support service personnel are available to the teacher, including classroom consultants, the School Psychologist, Social Worker, Speech Therapist, reading clinic personnel, etc., along with the same community services available to the Head Start program. Special provisions have been made for handicapped children in terms of a learning disabilities teacher. Children with minimal handicaps are included within the regular classrooms. Presently the school nurse is on a 3/5 appointment, but will be increased to full time next year. Since there is no bilingual population in the community, no special provisions have had to to be made for a program in this area.

As noted, parent involvement is somewhat limited. Parents are invited to visit the classrooms, but rarely do so except for open houses and regular parent conferences that are scheduled by the teachers to review each child's progress. Parents are encouraged to participate on field trips, in special classroom projects and in extracurricular activities, but they have not been involved in planning for regular classroom activities.

The teachers are evaluated by the Principal three times a year for the first three years, and once a year after that. However, due to the large number of staff, classroom visits usually last only 15 minutes. Also, the PDC Coordinator will periodically visit some of the teachers during the implementation year.

The overall elementary classroom structure seems well organized, in terms of teacher planning to meet individual needs, while at the same time meeting the necessary curriculum requirements. The teachers are overwhelmed with meetings about Developmental Continuity, which leaves very little time for their own individual projects. Although the teachers appeared quite enthusiastic about the program, there seemed to be some resentment toward the additional workload.

The Relationship Between Head Start and the Elementary School

Because the Iowa site has an ECS Model with the Head Start classes located in the school, the Principal is the primary overseer, and both Head Start and elementary classes fall under the same administrative structure as established for the school at large. All classes receive periodic evaluations and since no teacher is granted tenure in the local public schools, all teachers are evaluated on the same criteria.

Communication between Head Start and elementary school teachers is very frequent at the primary grade levels; regular meetings are held between the teachers at least once a month. Each teacher discusses what she is doing and ideas are exchanged among the teachers of the various grade levels on ways to support and incorporate each other's work. Because the classes combine grade levels, there is much more communication and team teaching. Gaps in communication appear between the lower and upper grades. Our discussions with teachers indicated to us that teachers in grades two and three know very little about what was occurring in kindergarten or Head Start and vice versa. There is evidence, however, that PDC planning meetings have been instrumental in changing this situation.

The educational philosophies of both Head Start and elementary school seem very similar, with emphasis placed on the cognitive, social and emotional development of each child based upon his own individual needs and rate of development. In practice, the educational program of Head Start is more "open," with more unstructured activities. At the elementary level, teachers feel more pressured to meet objectives and don't provide as much time for child exploration. The age of accountability, according to the PDC Coordinator, has directed energies toward basic skills and de-emphasized the social aspects.

The most basic difference in philosophy comes in the attitude toward parent involvement. At the Head Start level, there is a great deal of teacher-parent communication. Parent meetings are held six times a year, three home visits are made each year, and continuous involvement occurs in the classroom, at program planning sessions, in outside activities and in decision-making through participation in the Head Start Policy Council. Parents have not been greatly involved in classroom activities at the elementary level. Although elementary teachers express a desire to have parents participate in extracurricular activities and special classroom projects, the area of "curriculum" and decision-making is reserved for the teachers.

School M has a Parent Advisory Council which functions like a PTA, and which includes Head Start and elementary school parents. In addition, the Head Start parents can participate in the area Head Start Policy Council and in the Center Committee. Parent involvement has been under the direction of the home-school liaison person at School M who has the task of establishing open lines of communication between the school and parents in the community, and of providing parents with information about their child's activities and behavior within the school. Another person has been coordinating Head Start parent involvement.

Training is basically the same, except that Head Start staff participate in an area-wide 15-meeting training series focusing on the preschool-age child in addition to attending meetings for School M's staff. Since the beginning of the school year, there have been several child development seminars conducted by faculty from Iowa State in Ames. These seminars were aimed specifically at the early developmental processes of young children and served as a vehicle for discussion among the teachers of the various age levels. Various curricula from other programs have been studied for possible inclusion in the final curriculum package for School M. In addition, teachers were given release time to visit several existing programs both within and outside the state.

Developmental support services are provided by a support team composed of a Psychologist, Social Worker, Learning Disabilities Teacher, Nurse and Speech Therapist, who work together in covering five local schools. This team comes to School M once each week, and is on call at all times for emergencies. In addition, there is a special reading clinic available in the school. Five Title I teachers visit the classes on a regular basis to teach reading and math to designated children, along with other Title I children who are bused to School M from other schools to attend the Reading Clinic. Children with learning problems that require more assistance than that provided within the regular classroom go to a Special Learning Center each day for approximately 30 minutes where they work with a learning disabilities teacher.

School M seems to have already established the necessary mechanisms for open lines of communication between Head Start and the elementary school. The Principal views the Head Start program as an integral part of the whole school structure, and therefore includes it in all school planning activities. This year, primary teachers have been sharing more of their actual classroom experiences with each other among the different grade levels, and the lines of demarcation between the grades seem to be slowly disappearing.

The teachers are very enthusiastic about the idea of providing a continuous curriculum for children from Head Start through grade three. All teachers seem willing to put in the extra amount of work such an endeavor calls for.

It definitely appears that the positive attitudes of the Principal and teachers concerning the relationship between Head Start and the elementary school is one of the strongest assets of School M, and one which will play a crucial role in its success.

C. Opinions and Attitudes of Program Personnel

Interviews were conducted with the PDC Coordinator, PDC Council Chairperson, the Head Start Director and the School M Principal in which each was asked to give an evaluation of the planning success of the program this year and his/her anticipation of implementation success next year. Each was also asked to identify the factors or forces that had most contributed to the shape of the PDC program up to this point. Short, paraphrased summaries of these interviews are reproduced below to provide a direct expression of their concerns and interests. The concluding section analyzes the patterns of opinions that emerged in the responses of all seven persons as they discussed the Developmental Continuity Project.

PDC Coordinator (May 6, 1975)

In the opinion of the PDC Coordinator, the components which have been most successfully planned are education and training. *The central focus of the education component has been the sequential ordering of objectives based on child development processes and the coordination of these objectives with the particular needs of the children. As the staff worked on developing the educational program, all of the planning tasks in the education component were successfully completed. The teachers' active involvement in developing PDC's educational approach has also been beneficial to the success of the training component. Teachers can now conceptualize how to teach by objectives and perceive academic subjects developmentally. This developmental perspective has been further reinforced by child development classes which have emphasized viewing the child as a whole and the interrelationship of cognitive, social, language and motor development. Further, the communication of teachers across grade levels has helped the teachers become more aware of children's general needs and deficits that should be addressed by PDC.*

She believes that the factors which have contributed to the success of the education and training components are primarily staff-related. *In particular, the parents, teachers and principal have strong positive attitudes toward change and innovation and this is an advantage for PDC. These attitudes may be the result of early involvement of* *parents in needs assessment and the involvement of PDC staff, teachers and administrators in the determination of school M's educational approach. Other factors contributing to successful planning are related to institutional support. Several institutions outside of PDC offered help or suggested where information could be obtained regarding specific needs of PDC. In addition, organizational factors such as release time for staff and the formalization of a planning year timetable have contributed to successful planning.*

As viewed by the PDC Coordinator, the only component which has been minimally planned is parent involvement. *PDC has not done enough to provide opportunities for parents to become involved in parent training sessions (i.e., curriculum, policy development and decision-making) and parent interest classes. More parents should be active Council members.* She attributes the weakness in this area to the controversy over the Parent Involvement/Social Services Coordinator's position.

Next, the interviewee was asked to describe the role of the PDC Council and the planning committees during the year. She said the PDC Council has primarily served as an advisory body for teachers and parents. This function entailed the review of individual staff reports and making recommendations based on these reports to committee and staff members. *The Council was particularly involved in planning the staff retreat in order to initiate work on the educational approach. A more bureaucratic responsibility of the Council was the determination of Council by-laws and the approval of the budget. The Council does not necessarily determine the budget for PDC, but provides some input into setting priorities and shifting line items on the budget. The Council was additionally helpful in writing the proposal to OCD.*

The respondent said the Education and Parent Involvement Committees have been actively involved in the planning process throughout the year. *The Education Task Force investigated 18 curricula in order to select that curriculum which best coincided with PDC objectives. The task force was actively involved in planning a 'retreat' for staff, administrators and parents to work on School M's educational approach and the coordination of subcommittees working on specific objectives. These objectives previously identified by the task force involved the modification of the Dale Avenue and Strategies for Early Childhood Education curricula to meet the needs of PDC and provide continuous* *experience as the child progresses through the curricula. The Parent Involvement Task Force was active in proposing a philosophy for the parent involvement component. In addition, this task force planned and organized a brochure to familiarize parents with the PDC concept and to publicize a list of workshops, conferences and training sessions interested parents may take part in during the operational year. (This brochure was not distributed to parents because the Head Start Director did not feel it was adequate.) This task force was of additional assistance in writing the operational year proposal submitted to OCD.*

In reference to the nature of support from outside sources, the PDC Coordinator specified the following breakdown. *The support coming from the national OCD office has been adequate. Generally it has been in terms of financial aid and personnel time to attend national workshops. More support is evident from the regional office of OCD and the grantee agency. These organizations have provided technical assistance, guidance in planning, some reinforcement as well as personnel time.*

Local community agencies and the local school system have continuously provided adequate support throughout the planning year. These organizations will provide support services for School M's children and have been active as information resources for the planning processes. The school system has also allowed PDC to use duplicating and collating equipment.

The Technical Assistant has provided sufficient support in the form of research, planning and guidance for PDC staff.

Another source of support for the planning year was identified as the Iowa-Nebraska Facilitator. *During the course of the year this agency has provided financial aid for workshops and has assisted by directing workshops on reading, language, learning disabilities and early childhood programs. It has also provided a mailing list for essential resources.*

The PDC Coordinator asserts that...*all components will be successfully implemented next year. Obstacles which might have prevented implementation (i.e., the problems of the Parent Coordinator) have been removed and the proposed PDC budget provides enough funds for the needed personnel. Also, judging from an increasing parent volunteer list, the timing may be right for such a program at School M as both parents and teachers are enthusiastic.*

I hope PDC will increase parent participation at School M and develop staff dedicated to meeting the sequential needs of children. If these two goals are accomplished, the school will be a center for learning where each child has a positive self-concept, is aware that he/she is a learner and sees his/her role as a responsible member of a group. This perspective can only be brought forth in an atmosphere of mutual respect among students, parents and staff.

PDC Council Chairperson (May 8, 1975)

The PDC Council Chairperson credited the most successful planning with the education and handicapped components. *With staff and parent input, a curriculum has been developed which reflects the attitudes of the school community as well as the basic educational approach agreed upon by staff and parents. In the handicapped component, committee members have fully utilized the resource personnel, services and materials provided by the local school system while completing OCD planning tasks. This activity has resulted in additional services for the handicapped which do not essentially mirror or duplicate existing services.*

The Chairperson identified several factors which have contributed to the successful planning in the education and handicapped components. *One key factor was the willingness of the PDC staff, teachers and parents to work cooperatively and offer the extra time necessary for planning. Some of this cooperative attitude may be attributed to the staff or parent's freedom to elect a component area in which to work. This was more effective and rewarding than if this choice had been arbitrarily imposed upon them. Second, because the PDC staff, teachers and some parents had the opportunity to observe various curricula with diverse educational approaches, essential information was obtained for making decisions regarding School M's educational approach. Finally, since handicapped informational resources were readily accessible during the designing and completion of handicapped planning objectives, little or no difficulty was associated with the achievement of these objectives.*

The interviewee associated less successful planning with the parent involvement component. As a School M parent and the Chairperson of the Parent Involvment Task Force, she identified several of the OCD planning tasks as not being completed. *In particular, a questionnaire designed to assess parental needs and interests in adult programs was never distributed. Secondly, parent training in decision-*

and policy-making skills was planned but rather ineffectively conducted. Such training is essential if parents are to feel and perceive themselves as productive contributors. If, for example, parents who may have visited the different educational models with School M teachers were more informed as to a curriculum's conceptual framework, this may have enhanced their judgemental abilities. However, because parents were left uninformed, their participation in curriculum decisions was minimal. In addition, formal plans and timetables regarding a system of informing parents about their child's classroom status has not been developed. And finally, the parent's role in the classroom remains undefined.

She attributed the lask of progress in the parent involvement component to conflicts and problems resulting from the grantee's appointment of the Parent Involvement/ Support Services Coordinator and minimal parent representation on the PDC Council. However...*since the Parent Involvement/Support Services Coordinator was terminated and changes have been enacted to allow more parent participation on the PDC Council and in component committees, I feel that parent involvement will increase. Parents seem to be more interested in the program and to want a more active role in PDC, which should be possible because of the recent changes.*

The Chairperson was asked to describe the role of the PDC Council and the planning committees during the year. *Although the PDC Council is an advisory and decision-making body, some of the Council members feel that they were left out of the decision-making process in the most important areas. The committees have not been given adequate responsibility for program development during the year. Most of the people on the committees served as assistants to a few active members who developed the program. Recently changes in the committees have been made and members feel they will now have more input.*

When asked which components would be successfully implemented next year, the Chairperson mentioned the education component because parents have had input in the development of the curriculum. *A workable relationship will develop when parent roles in the classroom are defined. Implementation of the parent involvement component is a problem because it is not clear how much input parents will really have in program operation. Possible solutions would be effective parent training and hiring a good Parent Coordinator.*

Two factors were mentioned as major influences in the planning year. *The willingness of staff to participate in program development activities has been a positive force. The busing issue has been a negative influence. Although the local School Board is still uncertain whether School M children will be bused, much concern has been aroused in regard to the future of PDC. Obviously, if School M children are bused this action will disrupt the continuity concept of PDC and contingency plans should be developed.*

If fully implemented, the PDC concept is viewed by the PDC Council Chairperson as a program which may improve the community. *Parents may perceive themselves as being more effective agents in school activities and consequently gain more self-confidence. Better relationships can be created between school and home and, as a result, a meaningful educational program for both parents and children could evolve.*

The interviewee said she would be involved in PDC next year, but was not certain whether she would remain as Chairperson of the PDC Council, become a teacher associate, or just serve as a member of the PDC Council.

Head Start Director--Grantee Level (May 7, 1975)

From the Head Start perspective, the education component is currently School M's strongest PDC feature. *Since the PDC Coordinator's emphasis is focused on curriculum, much time has been devoted to gathering information about diverse educational approaches, observing other curricula, writing curriculum objectives, training teachers and completing OCD planning tasks. Educational committees were formed to work on specific curriculum areas which utilized the most knowledgeable individuals and representatives from the community. Committee members possess positive attitudes about PDC and are strongly motivated to comply with OCD guidelines. Consequently, these attitudes and efforts will ensure the successful implementation of a PDC curriculum in the fall.*

According to the Director, less successful planning is evident in the parent involvement and bilingual/bicultural components which may hinder their implementation in the fall. In particular...*the parent involvement component has neither sufficiently addressed how parents will be trained as aides or volunteers nor included training so parents* *would have a better understanding of how a curriculum is developed. Such training would allow parents to offer more effective contributions to committee decisions.*

Through direct contact with a School M parent, the Director learned that much uncertainty is expressed by parents about the acceptance of their suggestions by PDC committee members. *These issues must first be addressed in order to reduce this parental uncertainty and successfully implement the parent involvement component. In addition, there are some family problems which must also be dealt with before one can realistically expect parents to become involved. For this reason, more outreach staff are needed who have specific skills to organize and plan workshops or conferences in settings comfortable to parents such as their own homes. This outreach program should be coordinated by someone who has had related experience.*

Essentially, the respondent attributed the lack of successful planning in the parent involvement component to misunderstanding of OCD guidelines, the roles agencies such as the grantee and the delegate were to play in PDC, and the housing of the Parent Involvement/Support Services Coordinator apart from the PDC site.

Problems in the bilingual/bicultural component are centered on the exact definition of a bilingual/bicultural curriculum and the type of learning activities such a curriculum would imply, according to the Director. PDC is only addressing itself to the Black culture and is neglecting cultures of other ethnic groups.

In reference to the planning year, she described the PDC Council as an advisory body which aided in the formation of committees and approved recommendations of these various committees. *The component committees served as a body for the generation of suggestions and planning tasks in specific component areas. But, because of their newness and lack of sophistication, the committees' contributions to the planning year activities have been minimal.*

The interviewee was asked to identify the components that would be successfully implemented next year. She mentioned education because it had been thoroughly planned and administration because of the level of program organization and the completion of the planning activities. She again identified parent involvement and the bilingual/bicultural components as problem areas. The lack of staff and failure to adequately train staff to work with parents were viewed as difficulties with the parent involvement component. The failure to adequately define bilingual/bicultural goals and the focus of program development on Black culture were mentioned as problems in implementing the bilingual/bicultural component.

Four factors were mentioned which significantly influenced planning year activities. *Support from the Principal, who is dedicated to the idea of PDC, and from the PDC Coordinator, a strong woman who gives a lot of time and thought to the program, were very important during the planning year. The positive attitudes of the members of the PDC Council toward the concept of PDC and the program it represents also contributed to program development. The school district's willingness to make its resources available to the project was another factor.*

When asked what she would like to see PDC accomplish, the Head Start Director (grantee level) said she would like to see it meet OCD's program goals as early as possible. She expressed some uncertainty as to what her exact role would be during the implementation year. This uncertainty emerged during the past PDC planning year since she feels that she was not fully utilized as an informational resource, and she believes this situation will continue into the operational year. If any advice is sought from her next year, she will request a specific, defined role in PDC before responding.

School M Principal (May 7, 1975)

The Principal named the education component as accomplishing the most successful planning during the past year. *Because the philosophy and structure of School M's existing performance-based curriculum appeared analogous to that of PDC, little difficulty was encountered while adopting or developing a PDC curriculum. In addition, the innovative concept of PDC afforded incentive to an already highly motivated staff to complete planning objectives. Other factors which have contributed to the success of this component were the support and recommendations received from the Director of Elementary Education and a School Board member.*

The Principal associated less successful planning with the parent involvement component. He attributed the lack of success in completing planning objectives to the initial difficulties manifested while the Parent Coordinator was responsible to the grantee agency rather than the School M staff. In May, the grantee agency changed this situation with the termination of the Parent Involvement Coordinator's position. *This action has allowed School M to plan more relevant parent involvement for the school community. Further, this change has improved relations between the grantee and school staff as well as facilitated the establishment of rapport with school parents. Much progress in completing planning objectives is now evident as more parents are becoming involved.*

The PDC Council has provided significant and essential contributions to the PDC planning year. This administrative body is composed of competent individuals who display a high degree of pride in regard to their accomplishments. Specifically, Council members have acted in the role of advisors, decision-makers and coordinators and have played an active role in the development of the various component areas.

The PDC component committees bear full responsibility for generating and completing component planning tasks. Each committee has fulfilled its planning obligation while working cooperatively with the Principal and PDC Coordinator.

The respondent expected that the education component would be most successfully implemented next year. *Because of PDC's underlying similarity with School M's current program, the teachers, parents and community are familiar with PDC's major areas of educational performance. This familiarity has resulted in completion of planning tasks and training necessary to ensure implementation.*

Although the parent involvement component is achieving the completion of planning tasks, the Principal still anticipates problems with implementation. *As in the past, parents possess some reservations towards involvement in the school, and as a consequence they are not identifying with the school.* As a possible preventive action, he suggested hiring more staff who will go out into the community. These staff members will specifically assess and attend to the needs of parents in order to reduce apprehension and allow a more effective parent involvement component to emerge.

He identified three factors which have influenced the activities of the PDC planning year. *First, the competencies of the staff and a positive attitude toward change introduced an appropriate basis on which to build the framework of PDC. The planning efforts of the PDC staff and parents were in turn supported by the School M Advisory Council and the community. Both constituents envisioned PDC as an opportunity* *to experience an innovative program. These attitudes and support will continue into the operational year, furnishing a vehicle for PDC implementation.*

The Principal delineated very basic goals that he would like PDC to accomplish educationally. He would like to teach every child in the program to read and to achieve in math. Further, he would like PDC, while reaching its own goals, to reinforce or supplement the existing performance-based, non-graded curriculum at School M. Finally, he hopes PDC will bridge the sometimes large gap between the school and community.

During the implementation year, the Principal views his role as similar to that performed this past year. *I will assist in implementing PDC and conduct general administrative duties in the areas of budget and evaluation. I will continue to be supportive of PDC and encourage a high morale among staff and parents.*

Summary

The people interviewed were asked to name the components that they thought were successfully planned during the year. All four agreed that planning for the educational component was successful because the planning objectives were completed. The cooperative attitudes, high motivation and hard work of staff, parents and the Principal were major reasons for success according to everyone interviewed. The Head Start Director (grantee level) also credited the PDC Coordinator's emphasis on curriculum development, while the Principal suggested that the philosophy and structure of School M's performance-based curriculum was easily adapted to meet OCD guidelines. The assistance of outside institutions and the organizational structure within School M were other contributing factors.

Two other components were mentioned as successful planning efforts by one of the people interviewed. The PDC Coordinator reported that the training component was successful because teachers, in selecting a curriculum approach, began to conceptualize how to teach objectives and perceive academic subjects developmentally. Classes in child development and communication between teachers across grade levels also facilitated training activities. The PDC Council Chairperson pointed to the success of planning for the handicapped component because of the personnel, services and resources available through the local school system.

Each of those interviewed mentioned the parent involvement component as a major problem during the year. Failure to complete the planning activities, lack of parent representation on the PDC Council and the belief by parents that members of the PDC Council paid little attention to their input were mentioned as component problems. The conflict between the grantee and the delegate agency over staffing the position of Parent Coordinator was cited as a reason for the delay in establishing parent involvement. The Principal and PDC Council Chairperson indicated that since the conflict was resolved in May, parent participation in PDC has increased.

The Head Start Director identified the bilingual/bicultural component as another problem area because too much emphasis is being placed on Black cultural activities, while the cultures of other minorities are neglected.

Each of the people interviewed was asked to discuss the role of the PDC Council and the committees in the planning year. Everyone described the Council as an advisory and decision-making body. The fact that members of the Council have served on the planning committees and that the Council developed program by-laws and helped to write the 1975-76 proposal were also mentioned. Three of those interviewed described the committees as the groups responsible for program development, while the PDC Council Chairperson expressed the belief that the committees did not play a major role in planning activities.

When asked to identify the components which would be successfully implemented next year, the PDC Coordinator said that all of the components would be successfully implemented and would not be more specific. The other three people all agreed on the education component because planning activities are complete, training needs have been met, parents have had input into program development and there is a similarity with the current program at School M. The Head Start Director was the only one interviewed who mentioned another component. She thought the administration component would be well implemented because of the level of project organization.

All of the people interviewed, except the PDC Coordinator, pointed to the parent involvement component as a problem area. Reasons for concern included doubts about the significance of parent input in program operations, lack of training for staff in working with parents and parents' reservations about participating at School M. Suggestions for solving the problem included hiring a good

Parent Coordinator and outreach personnel who could work with parents in the community and developing a staff training program.

The Head Start Director was the only person to mention potential problems with another component during the implementation year. She foresaw problems with bilingual/bicultural activities because program goals were not established and the cultural program was only focusing on Black involvement.

There was considerable agreement regarding the factors which had influenced the planning year. All persons interviewed agreed that the attitude of the staff and, in particular, the work of the PDC Coordinator was a strong positive influence on program development. They also agreed that the PDC Council was a positive force. Support from the local school district and outside agencies was also mentioned.

Each of the people interviewed was asked what he or she would like PDC to accomplish. The Head Start Director said she would like PDC to achieve OCD's program goals in the shortest possible time. The other three people mentioned greater parent involvement and improving school-community relations. The PDC Coordinator also stressed meeting the sequential needs of the children and fostering a positive training situation. The Principal stressed acquisition of reading and math skills and the supplementing of School M's performance-based, non-graded curriculum.

When asked about their roles in implementation year activities, the PDC Coordinator said she would continue to coordinate the program and the Principal said he would be the chief administrator of the school and provide support for PDC. The PDC Council Chairperson said she would be involved, but she was not sure in what capacity. The Head Start Director said she was uncertain because she did not have well-defined involvement during the planning year, but indicated she would press PDC officials to include her in the program.

D. The Planning Process

Arrangements for Planning

The planning year staff have included the Project Coordinator, Project Assistant, Coordinator of Parent Involvement and Developmental Support Services (through May 1), a half-time person from the district's Evaluation Department, and the Project Secretary. The central staff is assisted by the School M Principal, members of the PDC Council, and the School M teaching staff.

The PDC planning process began when school opened in September 1974. Meetings were held with the grantee, the local school district's administrative personnel, and with regional and national OCD representatives. On October 1, 1974, the PDC Coordinator sent a letter to all School M parents introducing Developmental Continuity and letting them know that there would be meetings that they would be invited to attend. At the same time, the Parent Involvement Coordinator began contacting parents about the possibility of serving as members on the PDC Council. These contacts included attending the School M Advisory Council meeting the second week of September. In addition, parents from other elementary schools were contacted, primarily because of the Parent Involvement Coordinator's Head Start-wide perspective. Since she represented the grantee rather than PDC, she did not focus her attention on School M parents.

The first PDC Council meeting was held on October 17, 1974 and participants were given detailed information on the functions of the Council. This first meeting was followed by a "rap session" on October 24 at which the Parent Coordinator discussed PDC further with interested parents. At a PDC Council meeting on October 30, 1974, officers were elected; the Chairperson is a parent from School M.

To emphasize the role of parents and to provide better representation than the 20% specified in the guidelines, the composition of the PDC Council was established as follows: 33.3% parents; 16.7% Head Start Area Policy Council and School Board members; 16.7% Head Start and school administrators; 16.7% Head Start and school staff; and 16.7% community representatives.

The composition of the PDC Council also provides for coordination with other policy-making bodies, especially the Head Start Policy Council and the School Board. Two of the four members of the Executive Committee of the PDC Council are Head Start Policy Council representatives. The School M parent group is also represented on the PDC Council. The PDC Council will not take over the function of the parent group at School M. Originally the parents on the Council were selected by the grantee (through the Parent Coordinator), but now more School M parents are involved. Next year, the parent representatives to the Council will be selected by the two parent groups--the Head Start Center Committee and the School M Advisory Council. The other representatives will be selected by their respective groups or agencies. Indicative of the administrative coordination problems is the fact that the four-person Executive Committee of the Council includes only one person who is connected with School M.

Regional and national OCD staff played an important role in the early stages of the planning process. The OCD representative for Region VII has provided continual support to the PDC project, particularly in dealing with the administrative problems between the grantee and the school system. At a workshop in the latter part of September, she helped PDC project staff present the purposes of PDC and discuss program guidelines. A staff member from the national OCD office and another from the Education Commission of the States have also spent time at the Iowa site and provided guidance on planning year activities. Regular visits by the technical assistance staff member have been particularly valuable, according to the PDC Coordinator, in working through communication problems. The PDC Coordinator noted that he has been particularly perceptive of the problems in interpersonal relations and has made valuable suggestions for their improvement. The major problem in planning has been the rift between the school system and the grantee which resulted in a key member of the planning staff (the Parent Involvement/Support Services Coordinator) working independently of the PDC Coordinator up until May 1, 1975.

Planning Year Activities

This section of the case study summarizes the accomplishments of the project on planning activities during the planning year. For convenience, this description is organized into two parts by program component. Part 1 covers activities from the beginning of the project through the first site visit by the evaluation team, and part 2 covers activities from that date through the end of the school year. Where there is overlap in the planning tasks set forth in the program guidelines, a discussion of a particular activity will be under the component with which it seems to fit best. Additional information on these planning activities, with special reference to compliance with guidelines, can be found in the Monitoring Report.

Administration, through February 1975. In the administrative area a number of planning tasks had been completed by February and several more were in the process of being completed. The key accomplishments thus far were the hiring of project staff and the establishment of the PDC Council, which was organized into an Executive Committee and six other committees to work on particular phases of the planning process. The chief difficulties were in the staffing pattern (i.e., the Parent Involvement/Support Services Coordinator reports to the grantee instead of to the PDC Coordinator) and in the specification of overall program goals, objectives and priorities.

The overall program goals have been described in terms of general program guidelines, e.g., "to assure continuity of experience..." Establishing program goals tailored to the circumstances in the community had been accomplished by the PDC Coordinator and her staff through their work on the individual components. Although no list of "priorities" had been prepared, it became apparent in discussions with the PDC Coordinator that the timetable drawn up last fall and the deadlines set for approving the educational curriculum, the operational year budget, etc., actually constituted a statement of priorities. As she pointed out, in a planning year "everything is a priority." Nevertheless, decisions had been made to the effect that some tasks needed to be addressed before others. For example, establishing committees within the PDC Council was necessary before work on some of the specific tasks could proceed; deciding on the educational approach was necessary before training could be planned for teachers and volunteers; determining what services were needed was necessary before contacting agencies to provide them. So in effect, program goals, objectives and priorities do exist, but they have not been clearly articulated as such by the program staff.

The fact that the Head Start program was already located in the elementary school building during the planning year meant that a number of problems and activities related to setting up an ECS program had been eliminated. And the coordination of PDC plans with the operation of other federal and state programs had also been enhanced. Since Head Start and elementary staff all attend the same staff meetings and report to the same Principal, communication is facilitated and there is constant opportunity to see that the plans for next year are coordinated among teachers and staff at all levels.

However, one area that needed further work at the time of the February site visit was training--on the one hand, training staff in working with parents, and on the other, training parents in decision-making skills and in working with staff. With defining the curriculum as the first priority, the role of parents in the classroom was not yet clear, so training had not begun. The PDC Coordinator pointed out, however, that parent involvement on the PDC Council and on planning committees provided parents with practical experience that might be more valuable to them than formal training sessions. Nevertheless, not very many School M parents were involved in this way so that the "training" that was going on was not reaching the number of parents that would eventually have to receive this experience.

Administration, March to May 1975. Since February, a significant alteration has occurred among PDC staff. As noted, for most of the planning year, the Parent Involvement/Support Services Coordinator was responsible to the grantee agency instead of to the PDC Coordinator. This division resulted from the grantee's initial judgment that public schools were not sufficiently interested in parent involvement to grant the parent involvement component proper attention. As indicated earlier in this case study, this administrative arrangement has made it difficult to develop a coordinated effort in the planning for parent involvement. Through discussions with regional OCD officials and the grantee agency, the difficulties inherent in this arrangement were thoroughly addressed. As a consequence, action was taken by the grantee to terminate the Parent Involvement/Support Services Coordinator on May 1, 1975. Presently the responsibilities and activities of this position have been assumed by the PDC Coordinator and other School M support services personnel.

Other PDC planning personnel who have maintained an active role in the planning year include a part-time researcher, the Program Assistant responsible for providing resource materials and the full-time Secretary. Plans have been completed to hire a full-time Nurse and two Home-School Liaison Workers during the operational year and to continue with the positions of PDC Coordinator and Secretary. The decision to hire two home-school workers instead of a Parent Involvement/Support Services Coordinator was suggested by the PDC Coordinator and later approved by the PDC Council. It is believed that more services could be rendered by individuals who go out into the community to provide needed services than by one individual who acts in an administrative role. However, the grantee feels the program would be strengthened if there were a Parent Involvement/Support Services Coordinator. Therefore, they have offered to locate funds for such a person, who will work directly with the home-school liaison individuals and the School M support services staff. At present, these funds have not been obtained.

In conjunction with the above, another significant alteration has occurred in the structure of the component planning committees. This change was manifested through a decision by the PDC Council in April to reshape the committees to better reflect OCD component areas and allow more parent involvement. Subsequently, in addition to the existing education and parent involvement/support services committees, four new committees were formed and support services was separated from parent involvement. The four planning divisions include training, handicapped, bilingual/bicultural, and administrative committees. At the time of the May visit, chairpersons of the individual committees had been appointed, but the full composition of each committee had not been determined. It is projected, however, that the committees will continue to involve School M staff, PDC staff, administrators and parents. The PDC Council Chairperson, PDC Coordinator, the grantee's representative and the School M Principal serve as ex officio members on all committees.

The final significant staffing pattern and room arrangement change reported was the transfer of the Title I 3-year-old program to another local elementary school. This change was proposed in order to comply with OCD guidelines and will be operationalized in the fall.

The PDC Council consists of 30 people, including 10 School M parents selected by members of the Head Start Center Committee and School M Advisory Council, five representatives from the Head Start Policy Council and local School Board, five representatvies from the Head Start and school administrations, five representatives from community agencies knowledgeable in education, health, nutrition and social services, and five teachers and staff from Head Start and School M. During the planning year the PDC Council functioned as an advisory body for component committees and assisted in planning and initiating activities for the PDC planning year. Further, the Council has assisted in major decisions concerning the program and specifically developed and approved the budget for the operational year, 1975-76.

According to the operational year proposal, the PDC Council is ultimately responsible to the grantee agency for budget expenditures of PDC. Although the Council has direct communication with the local Board of Education, it does not have any direct responsibility to this organization. Because the Head Start Area Policy Council, grantee agency, delegate agency and the Board of Education will vote and approve the PDC proposal, relationships with these bodies have been and will be maintained. In addition, the PDC Council is perceived by the PDC Coordinator to work concurrently with Head Start committees and the School M Advisory Council to integrate relevant concerns of the PDC program with matters of concern to the whole school.

Earlier in the year, program activities had been indirectly prioritized in order to complete OCD planning tasks according to the timetable established and agreed upon by PDC planning staff. With the submission of a proposal to OCD by April 1, these priorities became articulated in order to complete the necessary work involved. Recognizing that goals and objectives should be established and ranked for the operational year, the proposal listed a curriculum that is sequentially developed, a support services package equivalent to or exceeding Head Start guidelines and parent training in decision-making as the program goals and objectives for next year. In an effort to insure that these goals will be appropriately and adequately addressed, committees (before their reorganization) submitted timetables for the operational year. However, because of a limited time for development the PDC Coordinator reported that May and June meetings were being scheduled to establish more complete timetables for each component area.

Further efforts for developing a coordinated plan for parent involvement and support services, staff training, curriculum and other component areas of PDC were not observed during the May site visit. It appears that activities are still being carried out rather independently with some degree of coordination being performed by the PDC Coordinator. However, progress reports are submitted to OCD monthly and

PDC Council meetings do monitor and report the activities and progress of various component committees. Thus, committee members are at least aware of progress in the various component areas.

According to the PDC Coordinator, more training of administrators, teachers, aides and support staff is necessary. On April 30 a workshop was conducted to inform teachers of ways to utilize parents as volunteers in the classroom (another was scheduled for May 28). Workshops were scheduled for June 11-12-13 for additional training in various component areas of PDC which had not been completed during the planning year. These workshops and training sessions appear to have taken precedence over training for parents in decision-making skills. The workshops to train parents in decision-making skills are planned to take place in December 1975. (Concern was expressed by the PDC Coordinator that some assistance may be needed in obtaining individuals to lead the December workshops and training sessions.) The December 1975 training is for those parents who will be elected to the PDC Council during October and November, trained in December, and then start to serve on the PDC Council in January.

> **In sum, even though the PDC planning staff has undergone a significant reduction since February, it appears that progress has been achieved in this component area. With the exception of plans for training, it appears planning tasks have been adequately addressed for implementation in the fall.**

Education, through February 1975. The "School M Plan" was approved by the PDC Council on January 16, 1975. This plan calls for a continuous Head Start through third grade curriculum and represents the efforts of the Education Task Force in adapting two commercial curricula to the needs of PDC. Although initial planning had started at the beginning of the school year, important parent input was obtained in early December 1974. Thirty questions elicited parental opinions on what children should learn by the end of third grade, e.g., "know which words to capitalize and do so in written work," "have a favorable attitude toward school, teachers and studying."

In addition to this attempt to incorporate parental wishes, the PDC planning staff examined at least 18 curriculum models (via filmstrips and printed materials, including the kits assembled by Far West Labs describing various models). An Education Task Force was established by the PDC Council in January and included parents and teachers from several grade levels. Members met for three days in early January to draw up the final recommendations that were subsequently presented to the Education Committee of the PDC Council which recommended approval by the Council. This approval was voted on January 16, 1975. Following Council approval of the basic educational philosophy and the School M Plan which integrated the two commercial curricula, a "retreat" was held in late January for the purpose of writing and keying performance objectives. Teachers and parents interviewed all expressed enthusiasm for the accomplishments of the retreat and for the spirit of cooperation that existed among participants.

The two curricula selected were the Strategies in Early Childhood Education (Waupun, Wisconsin) and the Dale Avenue Project Curriculum (Paterson, New Jersey). Both provide for individualized instruction and have procedures for keeping track of each child's level of development. The two are complementary since the "Strategies" is applicable for children up to the age of seven and Dale Avenue covers the period from preschool to third grade. Even so, adaptations were necessary to make the School M Plan suitable to the needs of PDC. Before the curriculum could be completely developed, additional work was planned (and in fact progressing) on writing and refining the learning objectives, printing objectives cards with teaching/learning activities to accompany each objective, trying things out in classrooms and having manuals printed.

As mentioned earlier, the Head Start program is located in the school and it is a relatively straightforward matter to arrange for regular communication between the preschool and elementary teachers, parents and other staff. The teachers also work together on the Education Committee of the PDC Council and they participated in the retreat. In addition, kindergarten and Head Start teachers went with PDC staff to Beaver Dam, Wisconsin to observe the Waupun curriculum. It does seem, however, that there is currently better communication between the Head Start, kindergarten and the first-second combination (Green Team) teachers than between the Head Start and the second-third grade teachers. The Head Start teacher feels that this situation is likely to improve as the program becomes operational.

As part of the process of preparing staff to teach in a continuity program, all teachers and a few parents have been involved in reviewing the various curricula mentioned above, and in observing curricula in action. The next phase of this process is to have teachers observe master teachers working right in the city. The PDC Coordinator feels there are a lot of excellent classrooms, including local I.G.E. (Individually Guided Education) classes that can provide a good example for teachers who are becoming more and more concerned with providing individualized, continuous educational experiences for their students.

Education, March to May 1975. Since the February evaluation visit, much progress is evident regarding the modification and supplementing of the Dale Avenue and Strategies in Early Childhood Education curricula to meet the needs of PDC. Several education subcommittees have been formed specifically to modify or develop a hierarchy of sequential educational experiences based on performance objectives that facilitate health, physical, intellectual and social-emotional growth for each child in Head Start through third grade. It was reported by the PDC Coordinator that two subject areas, math and reading were in need of further attention before a final draft of these objectives could be completed. However, the PDC Coordinator expected these areas to be complete by June. The continuous curriculum, in its final form, will allow the preschool child to be placed at his/her own skill level into the Strategies for Early Childhood Education curriculum where he/she will receive the individualized experiences and instruction needed to progress through a hierarchy of performance objectives. At the first-grade level the child will be screened into the Dale Avenue Performance Objectives and placed at his/her own skill level. Since modification has been completed to merge the two curricula, the child should not experience any discontinuity as he/she shifts from one curriculum to the other, according to the PDC Coordinator. All teachers interviewed expressed enthusiasm for the implementation of these curricula and felt confident that implementation would be successful.

There are plans for increasing Head Start enrollment next year in order to provide the sample size that is required for the evaluation. There will be two Head Start classes, A.M. and P.M. A second associate will be hired during the summer to provide adequate adult supervision for the 22 or 23 children in each class. Another change is planned for the physical location of the classroom--the use of a large room on the first floor with an outside entrance. This room will facilitate the incorporation of Head Start into the regular school program.

At present, there does not appear to be any formal arrangement which would provide essential communication among staff members, and between teachers and parents. Plans were reported by a kindergarten teacher to utilize existing communication arrangements such as biannual teacher-parent conferences and weekly general staff meetings. However, some concern was expressed by this teacher as to whether existing communication arrangements were sufficient to help teachers, parents and administrators understand what is achieved at each grade level or to insure a continuous educational experience for the child.

Recently, as an indirect consequence of writing performance objectives in committees, communication has increased between school staff and to a slight extent between parents and staff. But, since the completion of this task by various subcommittees, these interactions are diminishing. Workshops and conferences proposed by the operational year timetable may provide an opportunity for this communication to again develop.

With the adoption of the Strategies in Early Childhood Education and Dale Avenue curricula, the task of selecting or developing a diagnostic and evaluation system was completed. Through a screening curriculum, the School Model, which encompasses Strategies in Early Childhood Education and Dale Avenue, children entering PDC will be placed according to their developmental level. These children will be screened in motor, visual, auditory and language development during the first two weeks of school. Those children who have been in kindergarten during this planning year will be pretested into the Dale Avenue performance objectives. All first grade children will be tested into the Dale Avenue curriculum and progress will be monitored as performance objectives are achieved. A kindergarten teacher reported that plans have been discussed to recruit and train parent volunteers as testers to work jointly with classroom teachers and associates, special teachers and the PDC Coordinator. Six teachers and two parents have currently undergone training in the "Strategies" testing procedure and Dale Avenue is scheduled to send representatives in June to complete needed training procedures. Training expenses and the purchase of screening materials will be met by planning year funds.

Because an individualized curriculum sometimes demands a smaller staff/child ratio, plans (as specified in the April 1, 1975 operational year proposal) have been made to hire seven staff members. Five of these will be classroom associates who will assist classroom teachers, another will be a learning resource center teacher, and the other an associate to assist in the learning center. Currently, these staff members have been neither hired nor identified. Funds for these additional staff members will be provided by the PDC budget for the operational year.

It appears that the majority of observation visits to various classrooms and grade levels occurred within the beginning months of the PDC planning year. In April, three administrators, a parent, a teacher and the PDC Coordinator visited the Dale Avenue School in New Jersey to learn more about its operations. Information gathered from this visit was shared with other staff members during a special meeting and other informal discussions. These observations were perceived by teachers and administrators as one of the highlights of the planning year because they facilitated the articulation of the School M educational approach.

> In summary, information indicates that with the exception of two subject areas a continuous curriculum has been developed, a diagnostic system has been adopted and room arrangements and the number of needed staff have been determined. If planned workshops and conferences provide an adequate opportunity for interactions to occur between grade levels, parents and administrators, then it appears all planning tasks in education will have been addressed and completed. The education component is viewed by local PDC staff members as a strong one and one which will not meet any obstacles during the operational year.

Preservice and inservice training, through February 1975. Because of the overlap between education and training, some of the planning activities in the training area have already been discussed above. In October, four meetings were held for teachers, associates, support staff, parents and other interested people. At each meeting one grade level presented information about the educational program at that level; the presentations were made by the teaching staff of Head Start, kindergarten, Green Team (grades 1 and 2) and Blue Team (grades 2 and 3). In November and December, additional meetings were held, with the focus on child development. A child development specialist from Iowa State University presented information on 4- and 5-year-old children at the November sessions. In addition, an evening meeting focused on infant development and materials on nutrition and child training were made available to the parents and teachers who attended. The December sessions were conducted by a consultant from Iowa State and by a specialist from the local public schools. These presentations concentrated on the needs of children from six to nine years of age and how parents and teachers can meet these needs. In one session parents made games that they could play with their children at home.

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The PDC Coordinator also considered the January retreat to be a training experience for teachers and parents. Most of the people involved had no previous experience in developing a curriculum so the work was actually a "learning by doing" experience. Another aspect of training had been the visits teachers and staff have made to observe other programs in operation, although the primary purpose of these visits was more closely related to the development of the curriculum. In December, several teachers, accompanied by the PDC Council Chairperson, visited two multigraded schools in Ames and two schools using the Westinghouse PLAN in Cedar Rapids; bad weather prevented other scheduled trips from occurring. Several staff visited a Waupun program in Beaver Dam, Wisconsin which focused on individualization. Six staff members planned to attend a "drive-in" conference on February 17 in Sioux City on USOE-approved projects relating to learning disabilities.

Actual staff training procedures could not be formulated until a final decision was reached about the curriculum. Since the Dale Avenue approach had been selected as part of the PDC curriculum, a 2½-day training workshop was to be held after school ended in June. The PDC Coordinator saw a need for more training in affective education, but nothing definite had been decided in this area by February.

As the Blue Team Teacher explained, one of the keys to training had been the exchange of ideas between teachers. As this occurs, the School M teachers have become more aware of the needs of children at other grade levels and of the procedures and philosophies of other teachers. What remained for full implementation next fall was the development of more systematic plans for preservice and inservice training since the curriculum was being firmed up.

Preservice and inservice training, March to May 1975. Although planning was well underway by February, further progress has been made which should insure complete implementation of this component next year. The focus of this effort includes the process of completing proposed training for the planning year, designating training objectives for the operational year and identifying and contacting needed resource personnel to conduct current and future training sessions.

In April and May, two training sessions were directed by the Coordinator of Volunteers for the school district to inform teachers on how to work with volunteers in the classroom. Particular attention was given to the use of parents as volunteers in the classroom.

With the adoption of a modified "Dale Avenue" and "Strategies in Early Childhood Education" curricula as the School M educational approach, a framework was provided for planning and initiating relevant training in the form of workshops, and preservice and inservice training meetings on a regular basis. The June 11-12-13 workshops were to train staff and parents to utilize and implement the Dale Avenue performance objectives. These training sessions were to be led by Dale Avenue consultants. Since parent training had already taken place for the Strategies in Early Childhood Education screening procedures, some time during the June workshops was to be devoted toward training parents in the Dale Avenue procedures. With the conclusion of these workshops, the proposed training sessions for the planning year would be completed.

Training objectives for the 1975-76 school year were designated in the operational year proposal. The extensiveness of these objectives reflects the project's view that such training is mandatory for executing the implementation of PDC. Areas of training for next year include:

- Training staff in classroom management when individualization techniques are used;
- Training in working with a team in the classroom;
- Training in teaching by objectives;
- Training in the use of procedures for assessing medical, dental, nutritional, psychological and social services needs;
- Training in the use of procedures for making referrals;
- Training for parents in classroom activities;
- Training in activities that promote continuity between home and school;
- Training in working with handicapped children.

These training sessions will be coordinated with existing training resources and additional resources have also been identified. It appears that these training sessions will fully utilize the skills of School M support services personnel, representatives of local community organizations, the school district, Greater Opportunities, Inc., and local universities. Definite dates for training sessions had not been determined by May but some release time for staff development was to be utilized for these inservice training purposes.

It appears all the planning tasks for this component have been properly and sufficiently addressed and steps have been taken to continue this training effort as an ongoing process during the operational year.

Developmental support services, through February 1975. The coordination of planning for the provision of support services was the responsibility of the Parent Involvement/ Support Services Coordinator. She received considerable assistance in the development of surveys and needs assessments from a member of the school district's evaluation office, who was working half-time on Developmental Continuity during the planning year. The local school system already had a fairly complete listing of available community resources; the Coordinator's task was to determine what the specific needs of the School M PDC children were, to interview staff to find out what the ideal support services program might look like, to interview community people to learn more about the availability of services and to identify specific contact persons. By the end of the planning year she hoped to finalize a reference manual which would list the person in each agency who would be the contact for providing services for each of the needs identified by School M. Although much progress had been made in this direction, funds for filling "gaps" in services had not yet been located.

Developmental support services, March to May 1975. Many of the planning tasks had been addressed prior to the termination of the Component Coordinator at the end of April and since May 1 existing School M support services personnel, working cooperatively with the PDC Coordinator, have continued necessary planning. At the present time, because grantee representatives advocated the need for a Parent Involvement/Support Services Coordinator in addition to the two home-school liaisons to be hired for February 1975-76, action has been taken by the grantee to secure supplemental funds. The PDC Coordinator thought these funds might be available in July.

The needs of the School M children in the areas of nutrition, medical, dental and social services have been assessed by a research assistant for the local public schools. He proposed that this assessment will be an ongoing process during the operational year. Information gathered from the initial assessment indicated that dental services were the primary needs of the School M children. A dental hygienist who is employed by the school district will be available to provide these necessary services in the fall. In addition, other appropriate community agencies and service agencies of the public school system have been contacted and informed about the needs of PDC. A list of these agencies with key individuals to contact was included in the operational year proposal and a similar list will be distributed to PDC families.

Because of the wide range of services that community and school agencies can provide, "gaps" in services do not exist at this time. It appears that all the assessed needs of the School M children will be handled by these agencies. If, in the future, additional services are needed the grantee can be requested to provide the necessary assistance.

Referrals to community service agencies and existing School M support services will be coordinated through the PDC office during the operational year. The home-school liaison persons (to be hired in the fall), School Nurse and PDC Coordinator will share the responsibility for referral and record-keeping processes. If transportation or child care is needed, the home-school liaison persons will arrange for these services. On a regular monthly basis, a follow-up monitoring of special referral cases will be conducted jointly by the School Nurse, home-school liaison persons, PDC Coordinator and the School Social Worker to determine if sufficient services are being provided.

> In sum, this component area appears to have been conscientiously planned for by PDC and School M support service personnel and the PDC Coordinator. The essential assessment of PDC children has been executed, appropriate community and school agencies have been identified and a referral system has been developed. Plans for new staff have been made. These efforts insure a strong support service component for implementation.

Parent involvement, through February 1975. As noted, the Component Coordinator for developmental support services was also responsible for the parent involvement component. In various aspects of her work she received help from the Chairperson of the PDC Council and a School M parent, and from the Parent-School Liaison for School M. As mentioned earlier, the PDC Coordinator had little input into the parent involvement activities because of the arrangement under which the Component Coordinator was responsible to the grantee.

There was no doubt that some parents were being involved in a wide variety of planning activities, and had been from the beginning of the year. However, a number of parents had been involved who were not parents of School M children;

this seemed to be because the Component Coordinator began with a wider Head Start-area perspective rather than a School M/PDC perspective. But the Chairperson of the PDC Council is a School M parent and School M parents are being included in a large number of important activities, such as committees of the PDC Council, curriculum planning, visits to other programs and in the various workshops and meetings previously discussed in the education and training component sections.

Concern for parent involvement was evident early in the year when the decision was made to increase the percentage of parents on the PDC Council to 33%. Although the ones who were most involved had participated in most phases of planning, the Component Coordinator admitted that more parents needed to be involved in planning. A major task for the coming months was to decide on the nature of a meaningful classroom role for parents. An attempt was being made to find out how parents wanted to be involved in the classroom and meetings and/or workshops were being planned to discuss their roles. School M's Principal expected some difficulties to develop in implementing parent involvement at the elementary level because many classrooms have an aide or associate, paraprofessionals and community people who are seen by some parents as being simply "other parents." Since associates are paid, however, some parents may wonder why they should come into the classroom to do some of the same things without pay. One task of the PDC staff will be to convince parents that they do have an important role to fulfill in their children's classroom.

The Parent Involvement Coordinator was in the process of preparing a questionnaire that was to be sent to parents in order to assess their need for and interest in adult programs (parents were also involved in developing the questionnaire). When program areas are identified, training sessions will be scheduled.

The training of parents in decision-making skills is important if parent involvement is to be effective. In February, one parent member of the PDC Council expressed a need for more help in this area. One workshop had been held earlier in the year on the principles of parliamentary procedures but additional training depended upon the results of the needs and interests questionnaire.

One possible problem area in the parent involvement component was that the Parent Involvement Coordinator appeared to be extending the scope of activities beyond what was necessary for PDC by involving parents from other Head Start centers and schools in addition to School M. Having School M parents participate in such things as areawide Head Start parent activities was making good use of existing resources, but might have left less energy for involving parents in PDC activities. Everyone interviewed agreed that more School M parents needed to become involved in the various planning activities. If this cannot occur during the planning year, it is important that careful plans be made for assuring involvement during the operational years.

Parent involvement, February to May 1975. Again, the termination of the Component Coordinator relates to the activities of this component and has been discussed above.

With the revisions of the PDC Council that were operationalized in February, more parents are involved in making program decisions. It was reported that such revisions were enacted specifically to allow for more parent involvement and to allow more parents to gain skills in decision-making. In addition, some parents have been involved on component committees, planning performance objectives for the operational year. However, some concern was expressed by a School M parent that training was not being provided which would allow parents to gain the necessary skills for effective committee work. It was thought, for example, that if parents were aware of how a curriculum was developed this would increase parent participation in this area. Information included in the operational year proposal indicates that meetings are to take place in the fall specifically to familiarize parents with the component areas, and training for them in decision-making skills is to begin in December 1975.

Objectives for the operational year stipulate that parents of School M children will be utilized as paid or unpaid aides in the classrooms. Proposed roles for parents include instructing small groups in subject areas such as reading; supervising the lunchrooms or halls; maintaining the playground area; assisting the Nurse regularly in such activities as weighing and measuring, eye testing, lead poison testing and measles clinic; and accompanying classes on field trips. In addition, some parents will be utilized as testers for the screening.

In order to attract a high degree of parent involvement, training sessions and workshops should reflect the interests of parents involved. This cannot be achieved until planning staff have obtained information on what these interests and needs are. A needs and interests questionnaire was developed but has not been distributed to parents. A parent suggested that this unfinished task may be associated with the role conflict previously observed between the project and grantee agency. Current plans, according to one of the home-school liaison workers, are to assess these parental needs and interests during the summer months.

A brochure informing the school community about the PDC program was developed by the grantee agency but has not been distributed because the Head Start Director found it to be inadequate. Other plans to inform parents about PDC include home visits by home-school liaison workers, a door-to-door campaign to reach parents, radio programs, local newspapers and monthly newsletters. With respect to informing parents about their child's status in the classroom, it was reported that techniques traditional to School M, such as biannual parent-teacher conferences, or the Head Start reporting system will be continued through the operational year.

> Essentially, it appears that the parent involvement component is one of the weaker components. Acknowledging this weakness, several individuals interviewed attributed this situation to the difficulties encountered before the Parent Involvement/ Support Services Coordinator was terminated. According to the PDC Coordinator, since this obstacle has been removed, more progress is being made and full implementation of this component can be expected for the fall.

Services for handicapped children, through February 1975. The local public school system has excellent facilities and services for providing education for handicapped children. Because of this, there was no need to hire staff, modify facilities or purchase new materials. The planning that was necessary was coordinated by the PDC Coordinator who worked with the school district Research Assistant on some tasks and the Parent Involvement/Support Services Coordinator and School M Principal on others.

Last fall the Research Assistant completed a survey of children who attend School M to document the nature and incidence of various handicaps; community resources were then identified and appropriate services were being planned. The precise nature of the services provided by outside agencies will, of course, be dependent upon the needs of the children enrolled in the fall. If gaps in services are found, additional funds will have to be allocated from some other source, but this possibility was still at the discussion stage. One action that was being contemplated, however, concerned the hiring of a full-time nurse for School M (presently, the school has the services of a part-time nurse).

The extent to which PDC will provide special, individualized services within the framework of the regular classroom will depend upon the severity of the handicaps of the children in the program. So long as the handicaps are not too severe, the system already in operation can be used again next year. If a handicapped child requires special services (e.g., 30 minutes a day of speech therapy) he receives these services in a special facility and then returns to his regular classroom. In addition, teachers are counseled as to how to deal with the child in the regular classroom. The School M special services staff (Nurse, Social Worker, Psychologist, Psychiatrist) meet every Tuesday to review the progress of each handicapped child and to prepare information and instructions for the child's teacher. According to the School M Principal, a plan is being developed for training regular teachers to deal with the handicapped child in the classroom and both the teacher and the parent will be counseled by professional staff.

Services for handicapped children, February to May 1975. The survey completed last fall by the Research Assistant was a statistical survey based on the number of handicapped children served in the past. Because of the high mobility of the School M population, the Research Assistant suggested an additional survey would be needed to determine the exact number of handicapped children entering PDC in the fall and the type of handicaps they have. This survey is to take place in September and will be conducted by the PDC support services team comprised of the School Nurse, a Psychologist from a community agency, and the home-school liaison workers.

Since February, the support services personnel have attempted to locate more community resources and to re-assess existing community resources which serve the handicapped. The purpose of this activity has been to update the existing list of resources and to insure that this list is comprehensive enough to serve the types of handicapped children who may enter PDC in the fall. This effort, according to a member of the Handicapped Committee, has resulted in an integrated reference list of community resources for the handicapped to be distributed to parents.

Provisions are being made for children with moderate learning disabilities to experience individualized services within the framework of the existing program. This program (described above) maintains a continuous system for the learning disabled child through preschool and early primary years. Comprehensive records will be kept on each learning disabled child and will be passed on to appropriate teachers as the child progresses through different grade levels.

Training to inform teachers about the special needs of the learning disabled child is scheduled to begin in the fall and continue through next year. This training will be directed by PDC support services personnel and school district representatives who are knowledgeable about the needs of the learning disabled child.

No provisions are being made to recruit severely handicapped children. Since the local school district offers excellent facilities for the severely handicapped, the PDC Coordinator and the School M Principal feel it is inappropriate to duplicate these services. Therefore, severely handicapped children who enter PDC will be referred to other facilities provided by the school district or other agencies. Both the PDC Coordinator and School M Principal expressed uncertainty as to whether this plan would be acceptable to OCD. Currently, a contingency plan does not exist in case their plan for providing services to the handicapped does not meet OCD guidelines.

> In sum, the PDC Coordinator reported that one of the contributing factors to the completion of planning tasks in this component was the excellent handicapped program existing within the local school district. Historically, this city has emphasized the need to provide services to the handicapped, and in School M an excellent system for mainstreaming the learning disabled child has evolved, a reference list of community and school agencies has been completed and training for teachers is scheduled to begin in the fall. If School M is informed that their plans for referring severely handicapped children to other facilities are acceptable to OCD, it would appear that planning for this component area is complete and the program is ready for implementation.

Services for bilingual/bicultural children, through February 1975. As of February, there were no children in School M who spoke a language other than English and there were no special plans to serve such children. But this component area had not been ignored; on the contrary, the PDC Coordinator and her staff had developed a clear position on bilingual education and were aware of its importance when selecting the curriculum.

If a child with special language needs does enter the school, he will be dealt with on an individual level, e.g., a tutor may be provided, or arrangements may be set up so that the child can be paired with another family that will be capable of helping. The Dale Avenue Curriculum has the philosophy that everyone has a different language for different situations. Standard English will be the model in school, but the child's home language will never be discredited or made to appear less valued or important.

Services for bilingual/bicultural children, February to May 1975. In the past, bilingual children from Syria, India, China and Korea have experienced a highly supportive learning situation at School M. These bilingual children were placed in the School M Learning Center where one teacher and a Teacher Associate worked with a small group of nine children. Individualized instruction was given to each child at his/her own learning level and a "special friend" was appointed for the child to facilitate his/her interaction with other children. These experiences were proven successful when all bilingual children merged into a regular classroom with little or no difficulty. Currently, School M does not have any children who speak a language other than English, but plans remain to accommodate any bilingual child in the above manner.

Similarly, children of various ethnic backgrounds have encountered a highly supportive learning situation at School M. The school staff have selected illustrative textbooks that utilize a multicultural approach in illustration as well as in content. Also, audiovisual materials are available to teachers which are designed to increase awareness of the strengths and assets of various cultures. Through School M's music and art programs, children learn about the music, dance, costumes and art of Africa and various other countries. It appears, then, that School M had adopted a multicultural basis on which to build its curriculum before the implementation of PDC.

Since School M adheres to its city's affirmative action policy, several Black teachers and associates are currently staff members and serve as essential curriculum resource persons. In addition, parents of differing ethnic backgrounds are welcomed as parent volunteers on field trips, have participated in providing ethnic foods for a United Nations dinner and are encouraged to spend time in the classroom. Such activities on the part of School M parents supplement the efforts of school staff to expose all children to individuals of diverse ethnic backgrounds.

> In sum, because of School M's existing services for bilingual/bicultural children, a program adhering to OCD guidelines was readily accessible. The major features of this program include a curriculum which emphasizes the assets of various cultures and ethnic groups, a highly supportive learning environment for bilingual children and parent involvement which welcomes the inclusion of parents from diverse ethnic backgrounds. Efforts during the operational year will include building upon these existing services to further meet the needs of all children.

E. Analysis of the Planning Process

The organizational structure of the PDC program in Iowa represents a merger of two previously autonomous educational enterprises, the local Board of Education and Greater Opportunities, Inc. This amalgamation was the result of common interests and responsibilities shared by both agencies who perceived a need to unify in order to reflect OCD guidelines for Project Developmental Continuity. The formal structure of the PDC program during 1974-75 is depicted in Figure 1.

For the operational year, the organizational stucture will remain analogous to the one which emerged during the past year, with the exception of the Parent Involvement/Support Services Coordinator. If such a person is hired, he or she will be directly responsible to the PDC Coordinator.

The analysis and interpretation of this program is presented in the sections that follow in terms of description of roles of the planning personnel, planning accomplishments and completion of planning activities, an overview and interpretation of salient features of the program as it stands at the end of the planning year and a description of the de facto definition of the PDC program.

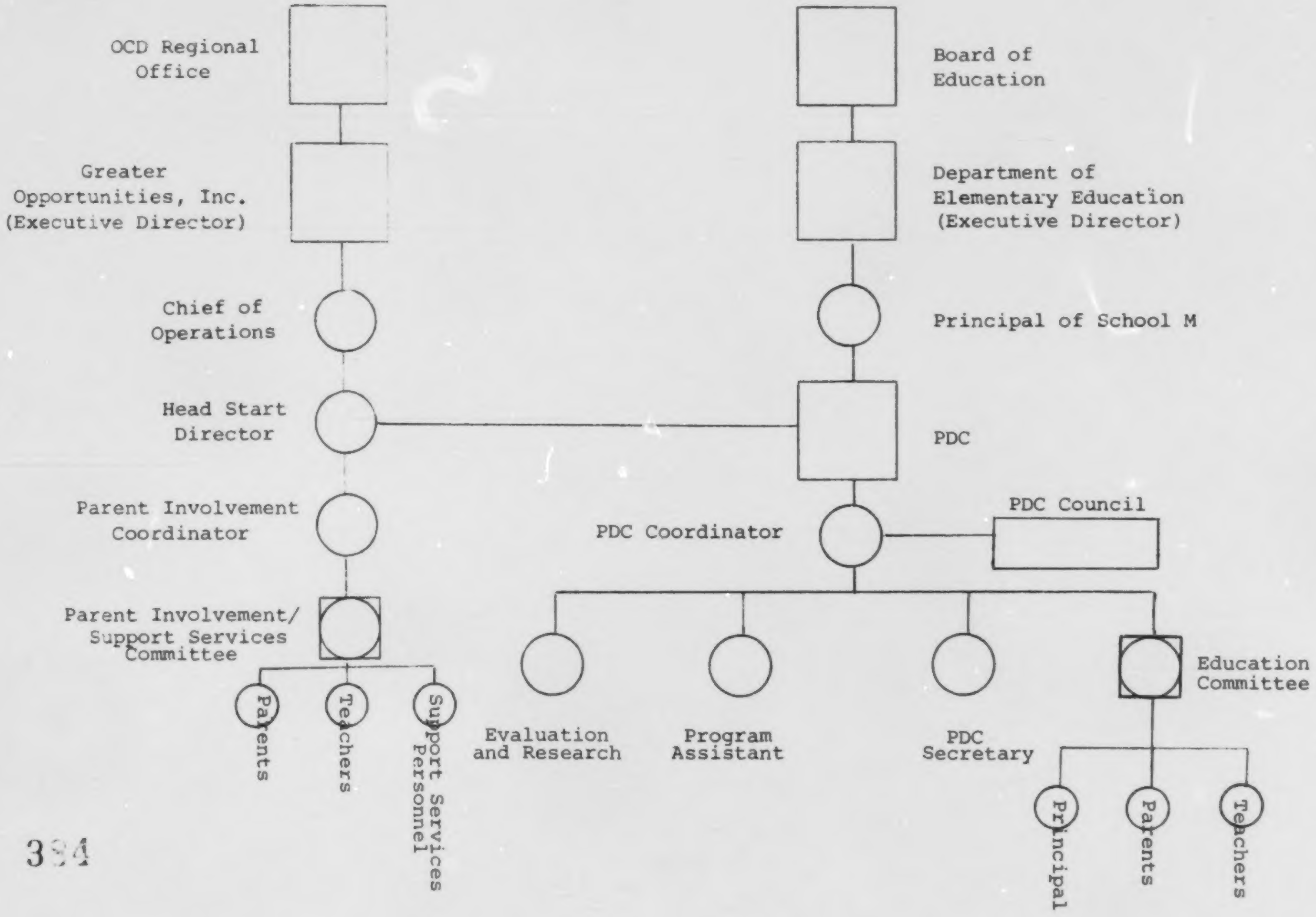
Description of Roles

Planning for the PDC program in Iowa was conducted by professional staff representing the grantee agency, the school district and community agencies in addition to PDC staff. Their major contributions and roles can be described as follows:

- Director of Planning and Development, local school district and the Executive Director of Elementary Education. The Director of Planning and Development in conjunction with the Executive Director of Elementary Education were active in submitting the original proposal to OCD for a PDC site within the local school district. During the planning year both men have received PDC progress reports from School M, have kept up-to-date on the planning process and have remained supportive of the program's development. Both men also reviewed and approved the proposal for the operational year as they will in succeeding years.

Figure 1

Formal Structure of the PDC Program in Iowa


OCD Regional Office
Greater Opportunities, Inc. (Executive Director)
Chief of Operations
Head Start Director
Parent Involvement Coordinator
Parent Involvement/ Support Services Committee
Parents
Teachers
Support Services Personnel
Board of Education
Department of Elementary Education (Executive Director)
Principal of School M
PDC
PDC Coordinator
PDC Council
Evaluation and Research
Program Assistant
PDC Secretary
Education Committee
Principal
Parents
Teachers

- Executive Director of Greater Opportunities, Inc. Although the Executive Director of Greater Opportunities, Inc. does not work regularly with the PDC staff she has provided much assistance in interpreting and clarifying the ambiguity of OCD guidelines. She was also instrumental in solving the conflicts and problems presented by the Parent Involvement/Support Services position for it was by her recommendation that this position was terminated. In addition, she has acted as an advisor on budgetary matters.

- Chief of Operations, Greater Opportunities, Inc. The Chief of Operations is the grantee's representative to the PDC Council. As such, he has served as an advisor and decision-maker to the component committees on various recommendations they have presented to the PDC Council. He has maintained an overview and monitored the fiscal aspects of the program as it has developed during the planning year. He was also instrumental in resolving the conflict over the Parent Involvement/Support Services Coordinator.

- Head Start Director, Greater Opportunities, Inc. The Head Start Director, grantee level, was an advocate of hiring a Parent Involvement/Support Services Coordinator who would be responsible to the grantee. Consequently, the Coordinator was a member of the Head Start Director's staff and worked under her direction instead of the PDC Coordinator's. Until April, the Head Start Director was also responsible for monitoring the fiscal expenditures of the PDC project. Because of resulting conflicts over the Parent Involvement/Support Services Coordinator's position, the School M Principal and the PDC Coordinator requested that the Head Start Director be taken off monitoring and that the Chief of Operations assume this responsibility. Although the Head Start Director did not actively involve herself in all areas of PDC planning, it is apparent from this description that she may have hindered the planning progress of parent involvement.

- Principal of School M. Because the Principal is held completely accountable for School M matters, he has been heavily involved in the PDC planning process, and has incorporated the PDC program into the framework of School M's existing programs. He has attended to general administrative duties such as purchasing supplies, hiring necessary staff, evaluating staff members and providing the necessary support to maintain a high morale among staff and parents. In addition, he serves as an ex officio member on all committees.

- PDC Coordinator. The PDC Coordinator has had primary responsibility for the coordination of all planning activities. She has been instrumental in articulating an educational approach for PDC, arranging for the necessary staff training and developing a timetable to insure that all planning tasks will be completed on schedule. She arranged for and coordinated task forces for proposal writing and devoted much time to its completion. Because she has developed and maintained a superior coordinating system, there are very few aspects of PDC that she is not aware of and others view her expertise as the central factor that has influenced PDC's progress in planning year activities.

- Parent Involvement/Support Services Coordinator. Until May, the Coordinator had complete responsibility for initiating planning activities in the support services and parent involvement component areas. In conjunction with the Research Assistant, she assessed the support services needs of School M's children, and contacted agencies who could provide these needed services. Before her termination she presented a list of these agencies that included the appropriate individual to contact. Although she appointed a task force to aide her in planning relevant activities for parent involvement, her effect on increasing parent involvement was minimal. However, though her position was terminated as a result of the discord between the grantee and project, she has remained supportive of PDC's concept and views it as improving home-school relations.

- Evaluation and Research Assistant. The Research Assistant was valuable in assessing and identifying the needs of the current PDC children and those proposed as entering in the fall. Because he was employed part-time by the school system he was fully aware of school agencies which could provide the necessary services for PDC. He was active in planning aspects of the support services and handicapped components and assisted the Parent Involvement/Support Services Coordinator in compiling a list of community agencies.

The following groups of individuals have also played important roles in planning for PDC.

- PDC Council. The Council was comprised of 10 parents of preschool and school-age children, five representatives each from the Head Start area Policy Council or the local school district, five representatives each from the Head Start or the school administration, five Head Start and elementary school teachers and five representatives of community agencies. The primary responsibility of this body is to review recommendations of committees and to assist in making major decisions based on these recommendations. Many of the Council members were actively involved in component planning processes, proposal writing and developing by-laws.

- PDC teachers, parents and community representatives. These individuals constitute the individual component committees. During the year they have attended numerous planning meetings and training sessions, have visited several school programs, and have reviewed a multitude of curriculum materials and diagnostic systems. Many have been instrumental as informational resources or have contacted individuals who could provide this necessary assistance. Currently, the role of parents in planning activities has been minimal, and parents who have taken part have been involved in School M affairs. PDC staff felt that there will be a higher representation of parents during the operational year.

- Iowa-Nebraska Facilitator, Council Bluffs, Nebraska. This agency is responsible for dissemination of Title III funds and identifying potential Title III projects within Iowa and Nebraska. During the course of the planning year this organization has conducted workshops in reading and early childhood development attended by PDC staff. In addition, the agency provided supplemental funds for transportation and lodging expenses to enable selected individuals from the project to visit the "Dale Avenue" school in New Jersey and for consultants from Dale Avenue to conduct workshops at School M. The PDC Coordinator indicated that without the assistance of the Iowa-Nebraska Facilitator many of the activities necessary for the development and implementation of a continuous developmental curriculum could not have been completed.

It appears that a high degree of decision-making and problem-solving is accomplished effectively via the group process. The work groups involved in PDC planning processes mirror group characteristics of cohesiveness and cooperation as well as clarity of group expectations and roles. Much of this success may be attributed to the composition of the various committees. Many of the groups are comprised of professionals who have been well trained in group process or include parents who have been involved previously with school programs. With an observed low rejection of committee recommendations, much agreement in program philosophy is evident within groups and particularly across groups.

In summary, the planning processes have been achieved by highly motivated, competent individuals. Essentially, major contributors are professional members of the PDC staff or community organizations, with minimal input from parents.

Planning Accomplishments by Component

Since the first evaluation visit to the Iowa site, PDC staff and members of the planning committees have been completing OCD planning tasks. Whereas 24 planning tasks had been completed during the first half of the year, 39 had been completed by the end of the year. Five planning tasks were in progress and six had not begun. Table 1 gives a component-by-component breakdown of planning task progress. Five of the components have a high degree of task completions, while comparatively few parent involvement planning tasks are finished. (The planning tasks in the bilingual/bicultural component are not included in this analysis since the specific tasks are not applicable.)

Education. The education component is nearing completion and planning for the training component is already completed. Of the 16 tasks in these two components, 15 will be completed before school opens in the fall, reflecting the high degree of emphasis Iowa PDC staff and planning committees have placed on the educational program and educational training activities.

Support services. Progress in the support services component has also been good. All of the planning tasks have been completed and the component is ready for implementation. Since the Support Services Coordinator was employed until May, the task of hiring a Coordinator of Support Services was judged completed.

Parent involvement. Parent involvement is the component with the largest percentage of incomplete tasks (67%) and the one with the greatest number of planning tasks which will not be completed before school opens. A major reason for the difficulty with planning the parent program has been the conflict between the grantee and the public schools over control of the funds for the position of Parent Involvement Coordinator.

Table 1

Degree of Completion of Planning Tasks by Component

Component	Number of Planning Tasks	Complete	In Progress	Not Begun
Education	9	6	2	1
Training	7	7	0	0
Support Services	6	6	0	0
Parent Involvement	9	3	2	4
Administration	11	9	1	1
Handicapped Services	8	8	0	0
Bilingual/ Bicultural*	-	-	-	-
COMPLETION TOTAL	50	39	5	6

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* No bilingual children are enrolled in the prospective PDC school. Provisions have been made for addressing multicultural needs within the curriculum approach which has been adopted.

Administration. The planning tasks for the administration component are also nearing completion. Of the 11 planning tasks, 10 will be complete before school opens in the fall. The only one which has not been adequately addressed deals with training parents in decision- and policy-making skills.

Handicapped. The planning tasks in the handicapped component are all completed and the component is ready for implementation in the fall. The success in planning the handicapped component can be attributed to the support and expertise provided by the public schools.

Planning Accomplishments by Type of Activity

Table 2 gives a review of the completion of planning tasks based on the type of activity. All planning tasks were analyzed for the activity required and were placed in four major categories depending on their required central activity: coordination, review and assessment, administrative decisions, and program decisions.

Coordination. Included as coordination were all activities that involved developing timetables and schedules, arranging intergroup communication, and defining relationships among people and/or groups. Almost all of these tasks have been completed and only two have not been addressed. The organization of School M as an Early Childhood School and the level of PDC organization are factors contributing to the high level of successful program coordination.

Review and assessment. Review and assessment requirements included review of existing programs, review of program alternatives, surveys of resource people and services, and assessments of needs or interests. Of the seven review and assessment tasks, six have been completed; the one task not begun is from the parent involvement component. It seems clear that PDC staff participated in a thorough review and fact-finding process in the course of planning.

Administrative decisions. Of the 16 administrative decisions, 14 have been completed. These decisions included hiring personnel, deciding on space and physical plant issues, budgetary issues and initiating specific program activities. These were easily definable, fixed-time decisions and most have been addressed.

Program decisions. Program decisions include definitions of program goals, definitions of needed program materials, definitions of training content, and definitions of program plans for instruction and support services. The highest number of in-progress and non-addressed tasks (six) are in this category.

Table 2

Degree of Completion of Planning Tasks*
by Type of Activity

Activity	Complete	In Progress	Not Begun	ACTIVITY TOTAL
Coordination	12	0	2	14
Review and Assessment	6	0	1	7
Administrative Decisions	14	2	0	16
Program Decisions	7	3	3	13
COMPLETION TOTAL	39	5	6	50

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* The bilingual/bicultural planning tasks were excluded from the report because these specific planning tasks are not applicable to the Iowa PDC project.

Three of the tasks are incomplete because of problems with the parent involvement component; of the other three, two are in administration and one is in education.

Summary. The planning process in Iowa has been very good throughout the year in five of the six components evaluated. These five components are nearing completion and will be ready to be implemented in the fall. The controversy with the grantee over the Parent Coordinator position has delayed decisions on program development and parts of that component remain to be organized next year.

Program Interpretation

Approaching the end of the planning year, the PDC program in Iowa appears prepared for implementation. Most planning tasks have been completed or are near completion and time has been allocated during the summer for training in operationalizing the PDC program. In various sections of this report reference has been made to an array of factors which have influenced the PDC planning year. This section gives a summary of these factors and interpretations of their importance.

- Existing School M programs. As first identified by the Principal, the PDC concept is not alien to School M staff or parents. A performance-based, non-graded curriculum has been operational within the school for five years. Because of its similarity, the PDC program can be readily assimilated into the school with little or no difficulty. On the other hand, PDC does not appear lost within the parameters of existing programs. Rather, PDC has acquired an identity apart from but sufficiently coordinated with these other programs.

- Staff attributes. This factor may be the most influential force which has led to planning task completions. Individuals involved in planning possessed good foresight, were aware of their time limitations, did not hesitate to grasp and resolve problems, obtained the necessary information or resources for assistance, and gave extra time for essential planning. Group decision-making and problem-solving skills enhanced their performance as committee members.

- Division of parent involvement/support services funding. As mentioned throughout this report, the housing of the Parent Involvement/Support Services Coordinator apart from the PDC site produced several impediments to planning progress. In particular, because she was not familiar with the School M community, planning tasks in the parent involvement component were not adequately addressed. Further, since she was not under the direction of the PDC Coordinator, her planning efforts were carried out independently with little or no coordination with work in the other component areas.

- Institutional support. Since the local school administration was the instigator of PDC at the Iowa site, they have maintained a high degree of support for the program. Such support has been translated into providing the necessary resources, materials and autonomy for construction of an experimental program.

- High mobility of school community. The fact that there is a fairly transient school population drawing from the immediate neighborhood causes some problem in turnover of students. Although it has not directly affected the planning processes of PDC, the Principal expects it may produce some effect on PDC outcomes which require continuity of enrollment.

- School district desegregation plan. Presently the School Board is considering specific recommendations for implementing a district desegregation plan which entails a busing plan with subsequent shifts in school enrollments. Though the plan has not been adopted it may slightly affect the present school enrollment and the structure of School M. However, much optimism was expressed by the PDC staff that an alternative plan may be developed in order to maintain PDC as it is within School M.

To summarize, the PDC staff at the Iowa site have fully utilized the existing support, resources and staff competencies in developing their program. Their planning progress indicates a large expenditure of time in group planning processes. Consequently, those involved have developed a vested interest for fall implementation and are strongly motivated to make PDC a reality in School M.

The De Facto Definition of PDC

The educational concept of PDC that is developing in the Iowa program does not represent a radical departure from traditional school practices. Plans have been completed to present an individualized educational program which will attend to the developmental needs of the children entering or enrolled in PDC. This approach was described as conceptually similar to the one currently operational. With PDC's support, a criterion-referenced assessment will be possible, providing teachers with an indication of the child's level of success and achievement. In this manner, instruction can be geared to the child's level, eliminating gaps and overlaps.

Recognizing the worth of parent involvement, staff tried over the planning year to encourage parents to view themselves as facilitators of their child's learning but their efforts were minimally successful. Because of the limitations imposed by the grantee's division of funding and responsibilities, the full realization of this effort must wait for the implementation year. With the expansion of the support services team it is hoped that staff can reach parents within their own surroundings, develop an understanding of community problems and share this with PDC teaching staff. This action may facilitate the development of an orientation toward community and home-related problems to balance the strong curriculum orientation of the staff. In contrast to the educational element, the parent involvement component represents a real opportunity for radical departure from traditional school practices at the Iowa PDC site and movement toward OCD national objectives.

PROJECT DEVELOPMENTAL CONTINUITY
PROGRAM CASE STUDY

Maryland

July 1975

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A. Introduction

One of the most exciting elements of Project Developmental Continuity (PDC) at the Maryland site is that many people are working together. In fact, according to the PDC Coordinator, the whole community is becoming involved in the process of education. By working on the tasks involved in setting up a PDC program, administrators, project staff, parents and others are generating excitement and interest in each other and in education. Project staff are particularly excited about the role parents will play--not only as classroom resource persons and home teachers, but also as contributors to the educational process in the community.

The Maryland PDC site is unique in that several features of the Developmental Continuity Project were already in evidence within the prospective PDC school prior to the planning year. According to its Principal, the elementary school has become increasingly involved in individualized instruction, parent decision-making, and consolidated social services. It is hoped that PDC will support, strengthen and extend these established directions.

Before reviewing the existing educational setting and describing Maryland's progress in planning for Developmental Continuity, it is important to understand the context in which these activities are occurring. This introduction describes the community in which the program is located and the events that led to the establishment of a PDC demonstration site.

The Community

This Maryland city has a population of 18,455 and is located a few miles north of Washington, D.C. City residents are 85% White and 12% Black, with Indian, Japanese and Chinese numbered among other ethnic minority groups. The area seems to be primarily residential, although the world headquarters of the Seventh Day Adventist Church is located there, as are the offices of the County Health Department. Three colleges are located in or near the city.

The city has well-organized services for its residents including libraries, a bus system and several landscaped parks. Easterners would call the land flat, midwesterners would say there are mountains. At any rate, there are many vantage points as one drives or walks along city and residential streets. Large shade trees, a few small parks and occasional rocky creek beds lend variety to the terrain. The PDC neighborhood has several small shopping districts and one shopping center. One main street is lined with small businesses, restaurants and an occasional delicatessen or hardware store. People there live in a mixture of single-family and multi-family structures. Most of the buildings seem to be older, fairly well-kept homes, although new apartment complexes are visible on the fringes of the city.

The major employers in the area include the county services and a consolidated social services agency. Other occupations of parents in the prospective PDC school include business and other professional work--chef, jeweler, tree surgeon, attorney, artist, entertainer, optician and electrician; a few parents work in nonprofessional capacities as laborers, house repairers and salespersons. The families of PDC children are generally employed, but about 10% are on welfare. Typical city families have an average of two children, and most (75%) have two parents in the home. Adults in the county have an average of two years of college education, although less than half of the PDC parents meet this average. The local community is stable; families who move there from Washington, D.C. tend to stay in the community, if not in the same school district.

The area is multi-ethnic; languages heard on any one day in the prospective PDC elementary school include Indian, Japanese, Chinese, Spanish, Vietnamese and French. The high ethnic population is due in part to the national and international offices in Washington. Many Washington employees move their families out of the city to homes in more residential areas, such as this particular city, bringing diverse languages and traditions to such communities.

There are several federally funded programs in area schools: Title I - ESEA (Personnel), Title III - ESEA (Equipment) and the National School Lunch Act. They have all been favorably received by community residents and local school officials.

The Origins of Developmental Continuity

The County Head Start Director was primarily responsible for generating interest and support in the early stages of the project and in writing the funding proposal. A Child Development Specialist with the regional office of OCD met with the Head Start Director and the Head Start Policy Committee Executive Board prior to submission of the proposal.

Once an understanding of the project was established, a survey was made of the 38 county elementary schools that house Head Start programs. The elementary school that was ultimately chosen as the demonstration school meets the population requirements, with 45 or more Head Start children continuing on to the kindergarten level in the same school. Other contributing factors include the receptivity of the school administration to PDC, bilingual/bicultural backgrounds of families, low- to low-middle incomes, and the racial balance within the community. In addition, many of the elements of PDC, such as individualized instruction, parent involvement, and social services are present at this school.

The proposal for PDC was submitted in May of 1974 with letters of endorsement from the President of the County Head Start Parent Policy Committee, the Acting Director of the County Community Action Committee, and Superintendent of Schools.

Since the grant was awarded, the Head Start Director has supported the formation and development of the PDC Council. Since September 1974, the Principal of the prospective PDC school has worked closely with the PDC Coordinator on PDC planning activities.

The County Community Action Committee is the grantee and the County Public Schools' Head Start Project is the delegate agency for PDC at this site. The Head Start Director administers the Head Start programs and staff while the Principal is responsible for programs in grades K through 4. Since the Head Start classes are located in the same building as the elementary grades, the Early Childhood Schools Model was chosen and because the school houses Head Start through grade 4, the project will be continued in practice through the fourth grade.

B. The Educational Setting

The Head Start Program

In this Maryland county, Head Start is part of the public school system. Twenty-eight nonclassroom staff and 98 classroom personnel are employed by the Head Start project which serves 750 children in 48 classes at 37 centers. According to information collected in January 1975, three Head Start classes are housed in the prospective elementary school with enrollments of 16, 13 and 13, totaling 42--slightly under the 45-child population requirement in the federal guidelines. Enrollment is periodically low due to transient families and the Principal and Head Start teachers frequently work together to recruit more children. The program option is the Standard Head Start Model and classes are in session from about 8:40 to 11:30 a.m. and 12:30 to 3:00 p.m.

The Head Start philosophy, according to the Director, is to foster the development of the whole child--physically, emotionally, and socially, i.e., a positive self-image is developed through successful and happy school experiences. Head Start also stresses awareness and understanding of many cultures by focusing on the cultures of individual children in Head Start classes.

Two of the prospective Head Start classes are staffed by one full-time teacher (Teacher A) and a full-time aide, the third Head Start class is staffed by a half-time teacher (Teacher B) who works mornings on education component activities for PDC. Each teacher works with one aide and frequently regular parent volunteers, student teachers, or retired citizens are also in the classroom. Head Start classroom staff receive support from both county and specialized Head Start consultants as well as preservice training of one to three days, and scheduled inservice training one-half day per month. Teacher A has three years of Head Start teaching experience. Teacher B (who spends the other 50% of her time as a PDC staff member) is in her first year of Head Start teaching, although she has had previous experience teaching at other levels. Teacher B was hired in September to make home visits and recruit Head Start children. Both Head Start teachers are working toward their Master's degrees in early childhood education.

The Head Start rooms are arranged in centers or areas: quiet area, block area, housekeeping, art. Rooms are equipped with low shelves, tables and rugs that define one area from another. Teacher B feels that children need places for their own belongings and she has invented makeshift cubbies from ice cream cartons for each child. Areas are stocked with a combination of commercial and donated or teacher-produced materials. Few workbooks or pencil and paper materials are used, although picture books and story books, records, films and film strips are available in the quiet area. Other areas are stocked with various sizes of blocks, tools, wood, carpet scraps, clay, paints, miniature house furniture, pots, pans, dress-up clothes, jars, pennies, tongue depressors, cans, and other containers. Outside each classroom is a small space for games, free play, riding tricycles or simply being outside.

Both Head Start teachers plan similar schedules. The classroom day is structured to give children successful experiences with materials and with other children. About half of the 2½-hour day is child-directed, during which time the child is actually choosing and pursuing objectives, playing on outside equipment, and sometimes choosing and always participating in games and movement activities. The parts of the day directed by the teacher include group times (language, art, storytime, plays, music) and clean-up time.

Both Head Start teachers seemed extremely dedicated to the children in their classes. The teachers related information about their daily activities by mentioning individual children and an amusing incident or a particular child's progress. Teachers appear to be physically affectionate with the children, and the children return their gestures with smiles, jokes and hugs. Both rooms have a feeling of direction, but flexibility; spontaneous situations and interests of children, teachers and parents seem to be incorporated daily into classroom life.

The two Head Start rooms are adjoining and as a result the teachers often share materials and equipment, as well as ideas (on an informal basis) and they also contribute their own experiences to each other's plans and problems. Both teachers have at least an hour each day in which to plan classroom activities with their aides, in addition to planning that the teacher does on her own at home or before school. Volunteers are included in these meetings when possible and also contribute to evaluations and plans. Plans range from simply scheduling daily activities and objectives to long- and short-range planning for individuals or small groups of children.

Handicapped and bilingual children in the Head Start program are included in mainstream classroom activities. If the need arises, parents, psychologists, and ESOL teachers are consulted on individual cases. Notes for individual children are kept by the teachers on problems to be referred to special education teachers. Although the ESOL teacher works in Head Start occasionally, there is no bilingual/bicultural program in operation. The teachers may plan occasional cultural activities, but no concerted effort has been made.

Parent participation is an integral part of the Head Start program. At least once and preferably twice each year, teachers visit parents in their homes. Also, parents work in the classroom and otherwise keep in touch with the teacher through phone calls every few weeks or casual conversations as they drop off or pick up their children.

Head Start provides for comprehensive support services in the areas of medical, dental, nutritional, mental health and social services. Medical and dental services are contracted directly with the County Department of Health. A health room aide is available daily in the school and a nurse is available a minimum of 1/2 day each week. Dental evaluations and treatment are completed before a child leaves Head Start. Medical services extended to each child include vision and hearing screening, medical evaluation, hematocrits blood testing, sickle cell screening, urinalysis, body and head measurements and corrective and preventive treatment is provided as needed. Head Start children are generally tested in speech as well as vision and hearing.

The social services agency provides consolidated family and individual social and psychological services. Other facilities or services which are available to the community as well as to Head Start families include a local hospital, food stamp program, food commodities, a public health clinic, a mental health clinic, family counseling agencies, welfare, day care, a housing authority, a state employment office, and job training programs.

The Elementary School

Forty-one administrative, classroom, and support services staff and approximately 490 K through grade 4 children are housed in the prospective PDC elementary school. There are four classes at each level from kindergarten through grade four with one exception--three classes of grade three. Each of the four kindergartens and the four first grades has full-time aides, while the second and third grades share one aide between two classes at the same grade level.

The 13 K through grade 3 teachers have from three to 22 years of classroom experience with an average of nine years. Kindergarten teachers report an average of eight regular classroom volunteers, while the elementary grades have none or one. The Principal works closely with the PDC Coordinator and they are assisted by three secretaries--one PDC Secretary and one full-time and one half-time school secretary.

The child enrollment varies from grade to grade. As of December 1, the enrollment was:

Kindergarten	113 children
Grade 1	107 children
Grade 2	71 children
Grade 3	96 children

According to the Principal, the school loses a few students each year to the Catholic schools between the K and grade 1 years. There is a large Seventh Day Adventist population in the community and children in these families are not sent to school until they are 7 years old. This accounts for a larger enrollment in grade 3 than grade 2.

The adult/child ratio in K through grade 3 at this school is 1:9.4. One third-grade teacher speaks Spanish, one aide is Indian and another is Spanish-speaking, but no system is in effect to utilize the skills of bilingual classroom staff. Most of the bilingual work is done by the Spanish-speaking ESOL (English for Speakers of Other Languages) teachers. In addition, there are 13 other special teachers or support staff in the school (music, language resource, parent involvement, counselor, librarian, student resource teacher, physical education, social worker, speech, reading, drama, a health room aide, and an ESOL aide).

The educational philosophy of the elementary school is similar to Head Start's in that the goal is the development of the "whole" child. According to the Principal, a great deal of emphasis is given to attending to a child's concerns as well as to his ability to acquire academic skills and facts. He views PDC as a way of helping teachers implement this educational approach.

In line with this, a nongraded reading program where children are placed in groups according to their ability regardless of grade level has recently been instituted. Team teaching is also part of the elementary school's educational approach and there are three teaching teams: one at first grade, one at second grade, and a third and fourth grade combination. Team teaching is facilitated by the architecture of the school; these rooms were especially designed for it. Teachers also collaborate on the nongraded reading program since children work with teachers other than their home room teacher for a daily hour and a half of ability group reading session. These kinds of programs have facilitated communication among the elementary teachers through a mutual sharing of observations and responsibilities.

Parents participate in the school's programs in a variety of ways. Five parent volunteers each spend one day a week working in the cafeteria, other parent volunteers assist with the Junior Great Books program and others work in classrooms. The local PTA meets five times per year, while the PTA Executive Committee has ten meetings each year. Through the PTA, parents have had input on adopting the nongraded reading program and have participated in making plans to renovate a section of the school.

The school provides some developmental support services, but services are not as comprehensive as those provided for Head Start families. All kindergarten children are given vision and hearing tests. In addition, first graders are given hearing tests and third graders are given vision tests. There is a full-time health room aide who handles the routine problems that arise daily. A County Health Department nurse spends at least 1/2 day per week in the school and can spend up to 2-1/2 days following up referrals and making home visits (referrals are made to county clinics). In addition, many free medical and dental services are available to families below a certain income level (higher than Head Start guidelines).

Mental health and related areas are handled by the school's full-time counselor and an area psychologist as well as the public health nurse. This group, called the School Staffing Conference, meets one day each month to discuss individual cases and make referrals to school or community services. Special services and special teachers for handicapped children are also handled by the Staffing Conference. Besides referrals made by the Staffing Conference, handicapped children may receive special instruction and/or the use of special teaching machines. Otherwise, physically handicapped children and those with learning disabilities are encouraged and supported in the regular classroom activities.

The school provides free lunches to 12 children from funds received from the National School Lunch Act. Breakfast can also be provided for any child in need. Since school menus are set by the county, school officials do not know if their nutrition program provides for 1/2 to 2/3 of the daily nutritional needs of the children.

As mentioned earlier, the main vehicle for bilingual education is the English for Speakers of Other Languages (ESOL) program. The major bilingual focus in the school seems to be on helping non-English-speaking children learn to speak and to write English rather than encouraging these children to explore and to share their own languages and cultures. Some attempts have been made to promote an awareness of other cultures, i.e., a Korean Christmas party was arranged by several students and an aide who are Korean; Japanese costumes, menus, poetry and caligraphy were explored by a third grade class. Tests have also been administered in Spanish to Spanish-speaking children. But no approach or program has been developed yet for dealing with the multicultural/multilingual aspect of the school population.

The Relationship Between Head Start and the Elementary School

By Maryland state law, the County Board of Education is responsible for and has the authority to adopt rules and regulations concerning the administration of the schools. The county is subdivided into six administrative areas for purposes of decentralization, and the prospective PDC elementary school is located in Area 4. The Head Start program is delegated to the County Community Action Committee. Within the County Public Schools, the Head Start project is administered as the Division of Head Start under the Department of Supplementary Education and Services.

Since the Head Start program operates within the structure of the county's public schools, and since Head Start serves the same community with the same multi-faceted problems, its administrative structures are very similar to that of the elementary school. The Principal and the PDC Coordinator work jointly as co-administrators in the school, which houses both the Head Start and elementary classes. Both administrators maintain close ties with local school district personnel, Head Start and Title I officials, the grantee agancy and the Board of Education. Through written and verbal contacts, communication between Head Start and the elementary school has been constant. Also, the Head Start Supervisor of Educational Services who visits the preschool classroom every three weeks has frequent contact with the Principal.

Despite these administrative similarities, four major developmental discontinuities for PDC children as they progress from Head Start to elementary grades were listed in Maryland's PDC proposal:

- lack of curriculum planning by Head Start and elementary teachers;
- lack of staff training in child development approaches to education;
- withdrawal of Head Start support services when a child enters kindergarten;
- amount and level of parent involvement.

There are also some differences in the existing training programs for Head Start and elementary teachers and aides. Inservice sessions for Head Start teachers, aides and volunteers are conducted on an ongoing basis and focus on the immediate needs and interests of the teaching teams and the children. In contrast, the elementary school staff meet approximately four times a year, addressing their efforts to academic skill development in a particular subject area, such as reading comprehension.

Prior to the establishment of PDC, Head Start and elementary school parents assisted with many classroom and classroom support activities as room mothers, volunteers and paid aides. Head Start parents who serve on the Parent Policy Committee have played active roles in decision- and policy-making (e.g., evaluating Head Start programs and serving along with staff on committees). In contrast, parents of elementary children have not been involved as much in decision-making activities, although they do attend regular PTA meetings and some parents have also been involved in the Parent-Staff Feasibility Study Committee which is working on a renovation plan for the school. Some kindergarten parents volunteer regularly in classrooms, but involvement drops off as children go into upper grades.

The ESOL program is a unique approach for bridging the communication barrier for bilingual/bicultural children in the elementary school within the County School District. Although no primary language course is given to the Head Start children who do not speak English, plans have been made to coordinate the bilingual/bicultural program with existing programs via the area office to benefit preschool through third grade. Bilingual/bicultural resource personnel in the community have been enlisted to work with these children in the classroom and to work with parents during home visits.

Without a doubt, the PDC program will make it possible to have a smaller child/adult ratio in kindergarten, add a prescriptive teacher, and provide support personnel in the areas of language, diagnostic speech, and counseling at the elementary level. In addition, health services that were initiated in Head Start can be continued throughout the K-4 levels, a more complete and comprehensive social services program can be developed, and parent participation activities can be extended.

C. Opinions and Attitudes of Program Personnel

Interviews were conducted with the PDC Coordinator, the Elementary School Principal, the Head Start Director and the PDC Council Chairperson. They were each asked to give their personal evaluation of the success of program planning this year and their anticipation of implementation success next year. They were also asked to identify the factors or forces that had most contributed to the shape of the PDC program up to this point. Short, paraphrased summaries of their responses are reproduced below to provide a direct expression of their concerns and interests. The concluding section analyzes the pattern of opinion that emerged in the responses of these individuals as they discussed the Developmental Continuity Project.

PDC Coordinator (June 3, 1975)

When asked which components have been planned for most successfully, the PDC Coordinator said that all of the component planning committees have been successful in terms of developing and recording their program plans for the proposal. *The Training Committee has been especially successful in developing specific plans and procedures. The committee has developed a preservice and inservice training form for each of the other committees to use in defining their training objectives and plans. The form goes to the PDC Coordinator through the Training Committee and the Coordinator finalizes arrangements for consultants and funds. The committee has scheduled preservice training this summer and is in the process of developing a training plan for August 1975 through June 1976.*

Overall factors contributing to the success of each component committee include the commitment of the people who have volunteered to work on the committees, the positive and supportive attitude of the school administration and the availability of resources. Head Start training staff, MCPS central office personnel, and consultants from local universities and agencies have all provided support to the program.

The components noted by the PDC Coordinator as having shown the least success in planning were multicultural (bilingual/bicultural), developmental support services and handicapped. *Factors impeding successful planning involve initial confusion over the concept of bicultural, i.e., ESOL (English for Speakers of Other Languages) program versus a multicultural program. Problems within the committee stem from some members valuing foreign cultures (Spanish, Korean, French, Indian) over American subcultures. Another factor influencing the committee's work is the absence of expertise and resources outside the school. Although several contacts have been explored, PDC has not been able to locate an expert in multicultural programs who could support the committee's work.*

Obstacles to planning for services to the handicapped and those with learning disabilities involve difficulties in planning for physically handicapped children. *There is not enough time to prepare staff to deal with handicapped children. At this point families within the area with handicapped children have not been identified; the school's physically handicapped population is unknown. The number of stairways and the school's physical plant are currently prohibitive but plans for renovation in 1976 (pending state action) include ramps and other necessary physical changes. Actual plans to expand the handicapped program will not take place next year, but during the second operational year.*

The Developmental Support Services Committee has been successful in identifying tasks to be done, but the major needs assessments, outlining of services, and services coordination system have not been done. These tasks should be completed by staff orientation in August pending the continuance of the full-time social worker position.

When asked to describe how the PDC Council and component area committees have contributed to the planning year, the PDC Coordinator noted that the Council heard and discussed reports from each component committee throughout the planning year. *During the preparation of the proposal, each committee chairperson reported both verbal and written plans to the Council. The Council looks for overlapping plans, inconsistencies among components, items that need to be clarified, and approves final plans. The PDC component committees provided opportunities for parents and other community members, i.e., those other than PDC or teaching staff, to help shape the program.*

The PDC Coordinator predicts that the training and education components will be most successfully implemented next year. *Key to the Training Committee's success is their organization and ability to draw on consultants and resources from the area. Education will be successful because of the many competent people involved in shaping the program.*

She anticipates problems with implementing the developmental support services component because although plans were to hire a full-time nurse, the 1975-76 budget does not allow for this position. However, there is some possibility of locating additional funds from other sources to cover the nurse's salary. There will also be problems in the handicapped component since physically handicapped children will not be mainstreamed next year. *I also anticipate problems with implementation of parent involvement, especially classroom involvement. Parents are apprehensive about working in classrooms and teachers find it difficult to invite parents to participate openly. Possible solutions to this situation involve the difficult task of changing teacher attitudes and providing time and training for parents to learn how they can become involved in school.*

The PDC Coordinator views her role in implementing PDC as...*continuing coordination of work begun this year. My role involves continued support for the PDC Council and the component committees, planning and implementing training, and continued assessment of teacher needs. I will continue to coordinate PDC staff work in parent involvement and developmental support services, coordinate communication with OCD and evaluation staff, attend to PDC administrative details, provide information about resources to planning committees, etc.*

She will also be coordinating visits and inquiries of people not directly involved in the project such as state department visitors, members of the MCPS Board of Education and personnel from other MCPS schools who may want to know about the program. She views communication within the project as one of her responsibilities and plans to document discussions more next year.

Major factors that have influenced activities both positively and negatively during the PDC planning year are varied, according to the PDC Coordinator, and include the following:

- *MCPS officials have supported the PDC program by regarding it as high priority within the prospective PDC school and by allowing PDC staff to devote their time and energy exclusively to the project.*

- *The question of racial imbalance and the possibility of closing the school are issues that have taken parents' time and energy that might have otherwise been devoted to PDC. The Local Evaluation Committee (LEC) which is made up of several parents and others interested in the school has campaigned under the motto "Save the School" and has made recommendations to the Area Planning Committee.*

The PDC Coordinator hopes that PDC will become...

- *a program of consistency for children in Head Start through grade four;*
- *a program that parents and staff can understand and interpret;*
- *a cooperative effort of parents and staff;*
- *a program that will meet the emotional, social and psychological needs of individual children.*

Elementary School Principal (June 2, 1975)

The Principal feels that successful planning has taken place in all component areas but he sees education, administration, and training as the most successfully planned areas.

Education is the component with which I feel the most comfortable. The Curriculum Committee, formerly broken into three subcommittees, is now divided into five subcommittees--reading, math, language arts, science, and social studies. In addition to the part-time PDC staff member who helped coordinate the education component, PDC has acquired the consultant services of an education specialist from George Washington University. Her services have been so valuable we plan to retain her again next year. We will be adding an assistant principal for the operational year who will have as part of his/her duties the coordination of the curriculum. The Education Committee and its subcommittees are "task oriented" and they will finalize all education tasks by June 20, 1975.

Much progress has taken place in the administration component. A PDC Screening Committee, made up of at least one but not more than two parents and teachers, as well as the principal, the project coordinator and pertinent PDC staff members, is to be established on July 1, 1975 to screen future candidates for PDC positions. All tasks in this area are being adequately addressed. It is interesting to note that when *the PDC Coordinator came on board, it was decided to regard her as the assistant principal. This was done to obtain more respect for the Coordinator's position and thereby for the PDC program.*

Much progress has also taken place in inservice and preservice training. There has been a PDC orientation workshop for PDC staff, teachers and parents. Plans have been made for preservice workshops in June and inservice training sessions in the summer. This committee has been working extremely hard and has developed some very interesting and thoroughly thought-out plans for training in all areas of the program.

The Principal says overall factors contributing to the successful planning in education, administration and training are mainly the persistence and the dedication of the persons involved. *They have put in a lot of extra time and worked hard to achieve their goals. Volunteers have also played major roles in these areas. A Title I employee has chaired the Training Committee, the reading teacher has chaired the Education Committee with input from one of the Head Start teachers, and the project secretary has also been extremely cooperative. The cooperation from county personnel, i.e., 'letting PDC and its members go their own way,' has been another favorable force. For example, when there are county meetings which they are expected to attend and something concerning PDC takes priority, county personnel accept this as a valid reason for not attending.*

Another factor is that the PDC philosophy fits in very well with programs we already have in the school--such as parent involvement. Parent involvement is more structured now because of PDC. Also Title I existed in the school before PDC and Title I personnel have contributed to the overall PDC program and this has acquainted us with school programs.

The Principal sees the least successful planning taking place in the handicapped and parent involvement components (even though he feels successful planning has taken place in every component area in some way). He feels he hasn't been as involved in the activities of the handicapped component as he has been in other areas and this may account for his feelings. *Somehow things have not "gelled" enough in the handicapped area, but the Chairperson is working hard and perhaps everything will turn out alright in the end. The survey of school children's handicaps was completed two weeks ago* (mid-May 1975) *and this is a task that should have been done much earlier in the year. Budget limitations have prevented plans for certain physical changes in the buildings.*

Many concerns have been raised over parent involvement and I feel not enough is being done in this area. Parent involvement was excellent last year but I expected certain gains from PDC and I don't see any difference.

The Principal feels obstacles which have prevented successful planning in parent involvement and handicapped are lack of funds, the possibility of losing part of the school building through renovation, and inadequate definition of some staff roles.

Education and training are seen by him as the easiest components to implement during the operational year. *Basically, it is because both are interrelated and are very concrete types of components. The needs in these areas have been identified and there are excellent committees working toward completion of the program goals. People can see the needs in these areas, the benefits they can obtain, and how they can be used to make a more effective program.*

Anticipated problem areas, in his view, are the multicultural and parent involvement components. *There is much concern over planning for the multicultural component and I see it as a possible weak area. At this time, I'm not sure how to handle this and am waiting to see the final detailed plans for the operational year.*

Parent involvement is my greatest concern, however. I feel that the parents and the Parent Involvement Coordinator are not 'in touch' with the school or with PDC. They have parent volunteers in the school and they have had parents involved in the workshops but it is not as much as I had hoped it would be by this time. The Parent Involvement Coordinator does not see himself as part of the school staff and there is little interaction between the two. The recently organized Parent Advisory Committee (composed of parents) lacks communication with the PDC program. And the Parent Involvement Coordinator doesn't know enough about what is going on in other committee areas. We (the Principal, the PDC Coordinator and Head Start Director) *have all met with the Parent Involvement Coordinator but still feel nothing has been solved.*

The PDC Council has contributed greatly to the planning year activities. All component committees are chaired by members of the PDC Council. Until recently there was a lack of coordination between this group and the school-parent group, however, they have now coordinated their efforts for the benefit of PDC.

The PDC component committees have coordinated PDC efforts and have written the goals, objectives and budgets for both the planning and operational years. Although they worked under severe time constraints, they managed to complete these tasks.

The Principal feels there are four major factors which have influenced PDC planning year activities:

- *for about four months there was concern over the possibility of busing, but this has now abated;*
- *the PDC budget for the operational year was originally $150,000 and was cut to $125,000 and then to $100,000--this has created problems in planning;*
- *the multicultural component is a particular concern because we have children from about 20 different cultural backgrounds. PDC staff are working to make the best possible program for all of them but it is difficult;*
- *finally, there is a possibility that most of the school building will be torn down and rebuilt. This will not be decided until June 23, 1975 and then plans will be made accordingly.**

The Principal sees his planning year PDC role continuing in the operational year, he will act as a facilitator of the program and director of personnel, especially in giving guidance and direction for school staff members in the definition of their new PDC roles.

He feels the PDC program will help create better self-concepts for PDC children. He is particularly concerned about reading and hopes PDC continues to emphasize reading in the operational year as it has in the planning year. He feels that this program will help "get" children at a younger age and as a result, bring parent involvement to the school earlier. He sees this as one of the "big" benefits of the program because he feels that by making parents feel involved from the start better relationships will be created with the school.

Head Start Director (June 2, 1975)

The Head Start Director has been most involved in the administration and education components of PDC and in both cases he considers communication among people as prime program successes.

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* If the building is to be torn down, local officials still plan to have PDC. Alternative plans for carrying out the program had been considered previous to the June site visit.

Because of PDC planning and administration of many components, the Principal, PDC Coordinator and Head Start Director have been in constant contact. Proposal decisions, subcommittee meetings, PDC Council meetings, general PDC coordination, and planning meetings have necessitated almost daily phone calls or meetings. The Head Start Director feels that the lines of communication they've established are open and are adequate for planning and implementing PDC.

He attributes the accomplishments of the administration component committee...*to the personality and philosophy of the people involved. I knew both the Principal and PDC Coordinator before the project started. The educational philosophy and flexibility of the Principal entered into the decision to use this particular elementary school as the PDC experimental school.*

The PDC Coordinator was selected because of her skills and knowledge of elementary education. Because of common philosophies, compatible personalities, and complementary skills, we (Head Start Director, Principal, and PDC Coordinator) *have developed a working relationship and lines of communication adequate for administration of the project.*

The Head Start Director views education component planning as a major success because of the size and difficulty of the task. *The basic question of what to do with children has been addressed by teachers, administrators and parents, and all the opinions have been discussed. Through a long and difficult exploration and discussion process we have agreed successfully upon an educational approach. Two major factors have contributed to this success:*

- *The Education Committee and Curriculum Subcommittee are composed of 'front-line' people. These teachers who deal with the real problems of education have wrestled with the problems they see and feel a responsibility for carrying out their solutions.*

- *The sheer number of people involved has created enough sustained energy and interest to deal with the tasks. Teachers and aides from each grade level have worked on each subcommittee with parents, PDC staff and outside consultants.*

The Head Start Director feels that planning for parent involvement and involving parents in planning decisions have been difficult areas. *Parents were asked to be involved in planning* *for each component, in addition to their current involvement in PTA, parent-teacher conferences, receiving notes from teachers and school, but parent involvement has not reached the potential hoped for. Key factors impeding progress are:*

- *Availability of parent's time. Many parents work or have other children; time necessary for committee work is limited.*

- *Parent involvement is a new concept to parents. Many parents are familiar with the role of the room parent, or phone caller for field trips, but the role of parents in making program decisions and working actively in the classroom is unfamiliar and undefined.*

- *Parent involvement is a new concept for teachers. Although Head Start teachers expect and value the role of the parent in the classroom, the reality of parents in elementary classrooms has not yet been accepted. In many cases the presence of parents serves as an unknown and a threat to teachers. I expect that it will take some time and actual experience in working with parents before teachers will feel comfortable.*

- *Non-representative parent participation. Parents who most need experience making decisions and dealing with education are not usually those who become involved. Parents or families who have had past misunderstandings with schools need the kind of involvement PDC can offer, but adequate ways of reaching these parents haven't yet been developed. Parents who do participate are often those most familiar with educational processes.*

The Head Start Director felt that the PDC Council has contributed to the program by coordinating and reviewing the work of different component committees. *The Council has met monthly, often for four to five hours at a time, to discuss plans and review reports. Each component committee presented their plans for their tasks and for the proposal to the Council. After review and suggestions the committees worked again on their plans. In some cases the Council suggested specific steps to be taken, such as soliciting more parent input before final plans were drafted and approved. The component committees were, in fact, responsible for developing the program; the Council has been responsible for tying components together.*

The Head Start Director feels that the education component will be implemented successfully next year because those plans affect children most directly, while other components serve to support the education provided for the child. He acknowledges the strength, commitment and power of the teachers and aides, and expects them to actively pursue their plans. He views the PDC Coordinator's role as important in implementing the educational approach as well as the total PDC program. *Because the PDC Coordinator has made herself available to teaching staff and children she is viewed as a classroom guidance person and is therefore accepted by the teaching staff as a person involved with real work in the classrooms. The Coordinator will continue to facilitate the work of the different component committees next year by making substitute teachers and aides available. This allows for meetings to take place without jeopardizing children in classrooms or requiring teachers to spend personal time on committee work. The administrative role of the Coordinator is viewed as a major strength in the start-up year.*

The Head Start Director predicts some difficulty in implementing the handicapped component next year because of the physical plant at the school and because the concept is unfamiliar to elementary school teachers. *The ways in which a teacher can use a psychologist's or physician's time need to be developed before handicapped children are mainstreamed.*

He also predicts that some additional groundwork will need to be done on parent involvement before the component will be fully implemented. *It is difficult to determine the level of involvement that is appropriate for the parents, given cultural roles, background and work schedules. Creative, unusual, stimulating and innovative methods of involving parents still need to be developed.*

He expects to be involved administratively next year through constant contact with the Principal and PDC Coordinator, and through plans and decisions that involve his role as account (budget) manager. He also feels that his role includes special attention to the relationship of PDC guidelines and philosophy as they relate to those of Head Start.

The Head Start Director feels that the following major factors have influenced planning year activities:

- *adequate teacher involvement time has been provided by arranging for substitute teachers and aides;*
- *parents have participated in PDC and on each component committee;*
- *the flexibility, openness and active support provided by the Principal.*

The Head Start Director feels that the PDC program has accomplished much already. *Planning and developing the program has helped the school accept the philosophy of Head Start. Through PDC, Head Start will have an opportunity to show that predicted Head Start gains in children's performance and competency continue if a program similar to Head Start can be provided in grades K-4. Head Start needs to be proven to make a difference in order to insure continued funding. The educational approach and curriculum are keys to the experiment, i.e., showing gains children make. Parent involvement and other components serve to support and build upon the educational program for the children.*

PDC Council Chairperson (June 2, 1975)

The PDC Council Chairperson, who is also a Head Start parent, feels that the education and training components have been most successful in planning. *Teachers on the Education Committee observed different approaches, thus opening their minds to several ways of teaching. Teachers also exchanged classrooms within the school. Factors contributing to the success of the committee include the amount of time and dedication of committee members and the university education consultant, who helped staff pull their ideas together. Success is also due to the fact that people had to 'slug it out', i.e., discuss how they each stood on specific issues.*

The Training Committee has been successful in developing ways for other committees to define and provide for their training objectives. A master plan for next year's training is being developed so the training won't be fragmented. In addition, they have arranged for teachers to receive the training as a course for credit. The Chairperson has been a major influence in organizing the committee's work. She has excellent ideas and sets an example for everyone.

Parent involvement and the multicultural component are viewed as the least successful components of the program by the PDC Council Chairperson. *The PDC staff and committee members have had a difficult time involving parents in planning year activities. Some parents have been 'turned off' by school; others are simply unfamiliar with the concept of parent involvement. There has been difficulty in establishing a regular flow of communication between the Parent Advisory Committee, Parent Involvement Committee, Parent Involvement Coordinator, Training Committee, and PTA. One committee doesn't know what another does. PTA represents a special problem because PDC is looking for a completely different kind of involvement from parents. PDC wants more than a bake sale from* *the parents. Teachers feel threatened by parents in the classroom; in reality it's hard for a teacher to extend an open invitation to parents. The teacher-parent issues will take the most effort to work out. There is not yet a clear definition of parent involvement--it's more than getting a number of parents to attend a meeting, it involves establishing the attitude of 'what can we do together'.*

In the Multicultural (Bilingual/Bicultural) Committee, the Chairperson is an ESOL (English for Speakers of Other Languages) teacher. The committee has focused on foreign language--not enough on Black culture. Much of what they have done is an expansion of the ESOL program.

The PDC Council, a central force in planning, decided how to work with a component area, how the committees would be organized, and how they would provide feedback to the Council. The Council has also served as a review and approval-giving group at key times during component committees' work. More time could have been spent arguing about and discussing component work. The specific program, i.e., the nitty-gritty work, was done by the committees. Each committee defined its own tasks and gathered ideas and approaches. Choices were made from available ideas and specific recommendations were presented to the Council. After approval, the committees revised or reworked ideas and, in the case of the proposal, did the initial writing.

The education component will probably be implemented successfully next year; their suggestions are good and the content is tangible. Communication among teachers is improving and this will help next year. The training component is difficult, but plans are definite and with the continued assistance from the committee Chairperson plans should be implemented successfully--partly because issues are fairly simple and can be dealt with directly. However, there still needs to be definition between the roles of the PDC Coordinator and Principal.

Concerning future work, the PDC Council Chairperson feels that program personnel need to look at which tasks are most appropriate for a group and which are most appropriate for an individual.

Parent involvement will be difficult to implement next year because parents are turned off, especially Black families who have had many difficult times with schools. These parents are hard to involve. A more organized approach is necessary because parents don't know where they stand. More communication is necessary because parents need an orientation to PDC and to committee work and an introduction to educational jargon.

The PDC Council Chairperson also feels that the handicapped component will be difficult to implement. *Classroom teachers have never worked with handicapped children before and special education teachers probably still want the children. Teachers will need a lot of training before this component can be implemented.*

The Chairperson will remain in her position until re-elections in January. She would like to pull the Council together and make it a stronger group. She would also like to work on parent involvement because work is needed in this area, but ultimately hopes to return to education component work.

Factors influencing the planning year have been proposal writing, school renovation, and "save the school" committees, in the PDC Council Chairperson's view. *The PDC proposal served as an impetus for discussing and developing an approach to children and education. The anticipated building renovations took a lot of the Principal's time; similarly, much parent time was consumed by parent committees to keep the elementary school open in spite of such considerations as busing and declining school enrollment. Both issues involved parents' and administrators' time that might have gone toward PDC.*

The Council Chairperson would like to see PDC develop a child-directed, exploratory approach to education with mainstreaming of handicapped children and multicultural exposure. *Children will learn that everyone is different, that handicaps are individual, and that all children share some of the same things in common. I also hope that PDC will encourage parents to come to school, and contribute to change in the school and community. I hope that parents' fears will diminish and that they will be able to change things that are hurting their children.*

Summary

The four people interviewed for opinion and attitude information were asked to name the component areas which they felt had been most successfully planned; education and training each were mentioned by three, and administration was mentioned by one respondent. The factors listed for the success of these components were "good individual work performances on the part of volunteers and staff" (three references), "good committee work" (two references), and "school administrative support and availability of resources" (one each).

Unsuccessful component areas were identified as follows: parent involvement (three references), services for the handicapped (two), bilingual/multicultural education (two) and support services (one). The problems of identifying and involving parents were explained in terms of lack of identification of the families, lack of time on the part of parents, and a lack of understanding of parent involvement. Planning for the bilingual/multicultural program was complicated by the lack of resources and local expertise and the lack of time for preparation. Problems in planning services for the handicapped and in support services stem more from possible limitations in physical plant.

The four people thought that the PDC Council had primarily functioned to coordinate the work of the planning committees. The chairperson of each committee came from the Council and that helped coordinate committee activities. The Council also met monthly to review committee work and to review proposals.

According to the respondents, committee membership was open to any interested person, and the committees were primarily composed of parents and teachers. Committees were responsible for doing the basic planning work and for writing the section of the 1975-76 funding proposal that corresponded to them. Most felt that the committees had done a strong job and had had strong leadership in the chairpersons.

All four interviewees named education as the component in which they expected most successful implementation, and three of the four also mentioned training. Two persons said that they expected success in these two areas because they considered them to be the key parts of the program. Two persons also mentioned that they thought these areas would be more successful because they were more concrete than the other component areas. The more general feeling was that the education and training planning areas should be more successful because the work of the committees had been excellent and because the support from teachers and consultants was good.

Problem areas for implementation were considered to be parent involvement, services for the handicapped, and the bilingual/multicultural program. All four respondents said that they anticipated problems with parent involvement because of the lack of identification of the families, teacher hesitancy toward the role of parents, and the difficulty of involving parents. The problems in providing services for the handicapped were mentioned by three out of the four and involved not having physical facilities, too little time to prepare for these needs, and the lack of teacher experience with handicapped children. Suggested solutions ranged across obtaining more funds, more technical assistance from specialists, and more training.

Each of these four individuals interpreted their roles for next year as being similar to their roles for this year. The Principal saw himself continuing to be an administrator/facilitator/planner for the work of the project. The PDC Coordinator said that she anticipated supporting the Council and committees in their work, planning and implementing training, assessing teacher needs, and coordinating the various implementation activities. The Head Start Director described his role as one of giving attention to maintaining the PDC guidelines and maintaining an overview of project work. The Council Chairperson expected to work towards making the Council cohesive and assisting with parent involvement.

The interpretations of program factors (both positive and negative) that had been important during the year varied from person to person. They are broken down as follows:

- Principal. The multicultural diversity of the children is great and has presented a planning problem. The building will be renovated in the second PDC year which means that no changes will be made now and that PDC will be in a different building during the second year. Busing and budget cuts posed additional problems.
- PDC Coordinator. Support from the community and from the school helped the planning year, but the demands of other committee work, especially the "save the school" committee took parents' time. Problems of racial imbalance created other concerns.
- Head Start Director. He named three positive factors--staff involvement in planning, parent participation, and the openness and flexibility of the school principal.
- PDC Council Chairperson. She said that proposal writing had been a stimulus to pull everything together and make program definitions; that the renovation of the school had been a major issue in peoples' minds; and that the "save the school" work had taken away from the time people could devote to PDC activities.

When they were asked to name their personal goals for PDC, all respondents mentioned wanting to establish a program through which parents, children and teachers could work more closely together in the learning process. The Principal and the Council Chairperson specifically mentioned improving the self-concept of the children. The Principal also mentioned wanting to improve children's reading abilities and the PDC Coordinator mentioned establishing continuity from Head Start through the third grade.

In sum, these four interviewees did not present any major discrepancies in their interpretations of the PDC program and the definitions of the kind of program that each envisioned. They generally thought that the education and training areas would be strong and that the parent involvement and handicapped services areas would be weak; they were all concerned with how to make the program culturally relevant. They seemed to be generally satisfied with the working relationships that they had established and anticipated continuing them next year.

D. The Planning Process

Arrangements for Planning

As noted earlier, the Maryland PDC project is administered by the PDC Coordinator, with some input from the School Principal, and the Head Start Director. The PDC Coordinator's staff includes a parent activities specialist, a social worker, a secretary, and a Head Start teacher who assists PDC on a part-time basis in the educational component area. The PDC Coordinator was hired in September, 1974 as both PDC Coordinator and Assistant Principal for the elementary school. Both the PDC Coordinator and Principal were responsible for hiring the rest of the PDC staff. Project personnel coordinate all activities pertaining to PDC and support the PDC Council and subcommittees in their work.

Prior to the establishment of the PDC Council, the Head Start Policy Council and the Principal assumed responsibility for setting up the PDC planning calendar. When the PDC Council was formed on September 30, 1974, its members assumed responsibility for making decisions and formulating policy concerning general PDC operations and for providing advice to staff on the day-to-day administration of the project. Council members include five parents of preschool and elementary school children, three Head Start and school administration officials, five Head Start and elementary school staff, five representatives from the Head Start Policy Council and School Board, and five from various community agencies. The PDC Council has finalized its roles, responsibilities and goals by developing an organizational chart and by-laws. These were presented to the existing administrative bodies such as the Head Start Policy Council, Grantee Board, School Board, and so forth for approval on February 14, 1975.

The PDC Council held its first meeting in November 1974. At that time, seven subcommittees were formed to develop plans for each of the seven component areas. PDC Council members make up the subcommittees and additional community agency staff and parents have been recruited by the PDC Coordinator, who also arranges the planning meetings of the Policy Council and its subcommittees. A Head Start parent was elected as the Chairperson of the PDC Council on January 16, 1975. Prior to that she and the PDC part-time Head Start teacher were co-chairpersons. However, as a paid employee of the PDC project, the teacher had to relinquish the job of co-chairman.

According to the PDC Coordinator, regional and national OCD officials have provided support whenever she has requested it. By the same token, she feels that the constant support, feedback and consultation provided by the technical assistance consultant "has been a source of consolation to (her) inasmuch as views from the outside have helped to avoid pitfalls in relationships." The TA consultant was available to the education, parent involvement and developmental support services committees to provide an additional viewpoint, to question, and to suggest ways of dealing with specific issues.

Planning Year Activities

This section of the case study summarizes the accomplishments of the project on planning activities during the planning year. For convenience, this description is organized into two parts by program component. Part I covers activities from the beginning of the project through the first site visit by the evaluation team, and part 2 covers activities from that date through the end of the school year. When there is overlap in the planning tasks set forth in the program guidelines, a discussion of a particular activity will be under the component with which it seems to fit best. Additional information on these planning activities, with special reference to compliance with guidelines, can be found in the Monitoring Report.

Administration, through January 1975. The Subcommittee on Administration consists of the Principal (who is Chairperson); the Head Start Director; a parent who is also President of the local Community Action Committee; and a first grade teacher. As of January, this subcommittee had not been meeting as regularly as the other subcommittees. It appeared that the Principal had assumed the decision-making role for this group.

One of the main functions of the Administration Subcommittee is to coordinate PDC efforts with other state and federal programs, such as Title I and Title III, and several agencies had been invited to send representatives to sit on the Council. According to the PDC Coordinator, most agencies had cooperated in this respect. The Administration Subcommittee had been looking at the day-to-day administration of the prospective PDC school to discern what effects it had on the children, staff and parents for the purpose of suggesting changes that should take place during the start-up year.

By January, plans were being developed for training administrators, aides and support staff to work with parents. The PDC Coordinator identified two areas that were to be emphasized in such a training program: interpersonal relations and administrative functioning. The Coordinator mentioned that arriving at a convenient date for such training had been difficult due to the varied schedules of individual Council members. In a related area, both parents and the Parent Activities Specialist had identified "training parents in decision-making skills" and "working with staff" as urgent tasks.

To answer these concerns, a workshop specifically designed for training the above groups had been budgeted for the summer of 1975. The formation and implementation of plans and screening for community resource persons as trainers were to be worked out by members of the Preservice and Inservice Training Subcommittee. According to the Head Start Director, the main thrust of training would be to reinforce the philosophy of developmental continuity. The PDC Coordinator felt strongly that training should encompass interpersonal relations and administrative functions.

The Administration Committee, of which the Principal is Chairperson, was working on a budget for next year's program, which was to be presented to the Council. Each subcommittee was involved in meetings and discussions in preparation for input into the 1975-76 proposal.

At a PDC Council meeting held on January 6, 1975, the Principal discussed his ideas concerning the organizational structure of PDC and he presented two charts which he had formulated--a "people chart" and a "services chart." Pertinent suggestions were made by PDC Council members and the charts were to be revised for approval at the February 14 Council meeting.

Administration, February to June 1975. Since February, the purpose of the Administration Subcommittee has become more clearly defined and its members have been submitting more reports to the PDC Council as a result of addressing specific planning tasks. In addition to refinement of the "people" and "services" charts noted above, the subcommittee developed a system for screening prospective PDC staff. At least one and not more than two parents, teachers and support staff plus the Principal and PDC Coordinator make up each screening team. Interviewees will be asked specific questions and evaluated on the basis of criteria defined by the subcommittee. The interview forms and interviewing procedure were presented to the PDC Council on June 4, 1975 for approval.

The Administration Subcommittee has also coordinated revisions of the 1975-76 budget with the Executive Committee of the PDC Council and with the Council itself. Initially, the subcommittee was working under the mistaken assumption that the PDC start-up year budget would be $150,000 and had to revise the budget twice in order to stay within the actual $100,000 allocated for next year. At the time of the evaluation team's second visit in June, there was discussion of obtaining additional funding ($150,000) from the Office of Education through OCD. The Principal presented the recommendations of the Executive Committee to the PDC Council on the need for the additional funds and requested Council members to review and revise budget suggestions.

In another vein, administrative tasks relating to parent involvement have posed problems. Although plans have been made for training teachers and aides in working with parents, the actual training has been limited. One human relations leadership training workshop was held in March 1975 for teachers and parents to help individuals (especially subcommittee chairpersons) develop leadership abilities. No other training has been given to teachers or aides in working with parents, but plans include a possible session in August. No specific training plans have been made for training administrators and support staff to work with parents.

Another critical planning area is training for parents in working with PDC staff and in decision-making. The PDC Coordinator, Principal and Head Start Director all recognize the need for training parents, but problems within the Parent Involvement Subcommittee and staff have resulted in little action and no plans at this point. The Administration Subcommittee has viewed the task of training parents as a function of the Parent Involvement Committee and has not addressed the task directly.

> In sum, except for areas that involve training for parents and staff, the administration component planning tasks have been completed.

Education, through January 1975. Three teachers, one aide, three parents and two members representing the School Board and Head Start Council serve on the Education Subcommittee. Two teachers are co-chairpersons. Since its initial gathering on November 13, 1974, members of the Education Subcommittee have met frequently with the Principal and members of the PDC

Council to address the nine education planning tasks outlined in the guidelines. By January, suggestions for each planning task had been noted and further discussions on these issues were being continued by three "curriculum committees"--Preprimary (Head Start and K), Primary (grades 1 and 2) and Upper Primary (grades 3 and 4)-- which hold weekly meetings. Several parents, aides and all the teachers from Head Start through grade 4 are involved in the curriculum committees. (The teachers selected the curriculum level they wanted to study.)

Due to a lack of consensus among the curriculum committees, much time was spent choosing an educational approach to be utilized by both the preschool and elementary school. As a result of the committees' efforts, five alternative approaches were identified and discussed and several schools with such curriculum approaches were visited by subcommittee members. A guideline form for observations was filled out during each visit to record pertinent information. Of the five approaches identified (open learning environment approach based on family or multi-age grouping, Montessori method, open classroom, open space, and non-graded school), the open classroom approach was selected to be implemented by the subcommittee and was submitted as a recommendation to the PDC Council for approval on February 14, 1975. This approach was chosen because it reflects the educational philosophy of developmental continuity (continuity in curriculum development geared to individualized instruction) and because it seems flexible enough to allow teaching staff at various levels to plan for team teaching. If this educational approach receives Council approval, the subcommittee was to begin to make plans for implementation in the start-up year.

Another planning task that had been addressed successfully was arranging for staff to observe and teach in a variety of classrooms at different grade levels. By January, almost all the PDC teachers had taught or observed in such classrooms and the teachers were in favor of repeating this process before the current school year ended.

Members of the Education Subcommittee had formulated some recommendations to be presented to the PDC Council at their February 14 meeting, including:

- providing a special program for children who are unable to function in a regular classroom;
- combining Head Start and kindergarten classes so as to facilitate team teaching; and

- setting a definite pupil/teacher ratio for classrooms in order to alleviate problems of transition from preschool to early elementary.

In the event that the open classroom approach would be approved by the PDC Council, the need for additional classroom staff (e.g., an additional kindergarten teacher and a diagnostician to develop the diagnostic and evaluative system for individual children) and the need to purchase equipment and resource materials for the open classroom approach had been identified by the subcommittee as urgent tasks to be completed. The PDC Council and the Principal were to finalize these plans for next year before presenting the budget to the Board of Education for approval.

Education, February to June 1975. During most of the planning year, the Education Subcommittee was subdivided into three grade-level curriculum groups. In April the three curriculum groups were disbanded and five subject area groups were formed (language arts, reading, social studies, science, math). Each group has reviewed the County Public Schools curriculum as well as other curricula and has worked toward developing a continuous curriculum in their particular subject area for children of Head Start age through grade 4.

The PDC Coordinator hired an education consultant from George Washington University to assess the educational needs of the school and to aid in defining gaps or discontinuities in the school's present program. The consultant spent time in each teacher's classroom and afterward discussed curriculum priorities with each teacher. (General needs were discussed with the PDC Coordinator.) The education consultant was preparing a report for the Education Subcommittee and PDC staff at the time of the second site visit.

Teachers, aides, administrators and parents have continued to discuss the educational approach and curriculum during this last half of the planning year. A consensus has been reached on the educational approach, and it is usually described by both parents and teachers using such phrases as "multiage," "developmental," "interest centers," "child management," "team teaching," " open classroom," "diagnostic-prescriptive." Although a consensus has been reached on an approach to education, the specific curriculum has not been developed. The County Public School curriculum was reviewed by the five subject groups and items were added based on expressed needs at the prospective PDC school. Specific curriculum methods and child evaluation measures are planned, but still need to be developed.

Education Subcommittee groups have circulated minutes of their meetings to staff in order to provide for regular communication. The workshops that are planned are for parents, Head Start and school teaching staff and PDC staff. A joint meeting of parents and administrators was recently held to discuss what the PDC educational approach will be next year.

The parents and staff have recommended the hiring of a diagnostic/prescriptive teacher next year who would work as a consultant/trainer with individual teachers and with children who have been referred by their teachers. Forms have been developed for the teaching staff to use, and a preservice training session on the diagnostic/prescriptive system was scheduled for June 23, 1975. Other plans for increased individualized instruction include the use of computer-assisted instruction in math and continuance of the school's current nongraded reading system. Future plans include the development of skill checklists and the use of an individual inventory-type test in reading and math. The Education Subcommittee Chairperson also foresees the task of putting the total curriculum together, i.e., providing for the integration of the reading and math programs with Individually Guided Education Management System (I.G.E.).

> In sum, initial work on the education component has been completed. An educational approach has been agreed upon; specific curriculum goals and priorities are still being defined, but work is expected to be finished by the end of June.

Preservice and inservice training, through January 1975. Because of the overlap between administration, education and training some of the planning activities in the training area have already been discussed above. This section will review existing training programs and the needs of teachers, parents and administrators in adopting an open classroom educational approach.

A Training Subcommittee, consisting of three teachers and a physician from the County Health Department, was formed on September 30, 1974. Since then, several meetings have been held to discuss preservice and inservice training and related training needs.

There was some discrepancy in the responses of the three teachers who were interviewed in January concerning the review of existing training programs and how they could be applied to the agreed-upon PDC educational approach. One teacher said that she was not aware of this process and was not involved in reviewing training, while another teacher gave February 14 as the date when this task was to begin. At least one person on each subcommittee was to begin the task of reviewing the existing training program on January 9. A speech specialist for Title I, who was also a member of the Training Subcommittee, is the person with primary responsibility for seeing that this task is completed. Speaking as an Education Subcommittee member, the part-time Head Start teacher described staff training as a series of eight workshops to be conducted every two weeks on the open classroom approach (if it was approved by the PDC Council) with emphasis on setting up learning centers, making curriculum materials, using parents as volunteers, establishing record-keeping methods, and so forth.

Parent Involvement Subcommittee members had identified additional training needs for the teachers, aides, parents and volunteers. Among them were: inservice training for teachers to work with parents in the classroom and to conduct teacher-parent conferences; training in setting goals for bicultural children and in evaluating bicultural children and foreign language materials; training in techniques for recording and sharing information on individual children; scheduling a workshop on community awareness; and training parents in health and nutritional needs and in working with their children at home.

Although the dates for preservice training had been set (August 24-27, 1975), specific plans in terms of content, training in methods of individualized instruction and child evaluation for preservice and ongoing inservice training sessions were not developed at the time of the first site visit. It was expected, however, that the PDC Council would approve the educational approach recommended by the Education Subcommittee at its February 14 meeting. If so, planning for curriculum and staff training was to begin immediately.

Preservice and inservice training, February to June 1975. The Training Subcommittee was reorganized in March after the proposal for 1975-76 had been prepared and submitted. Prior to March, the Training Subcommittee was composed of the chairpersons of each component committee except administration. As work became more involved and time-consuming, it became evident that teaching staff would not be able to devote adequate time to two subcommittees and that coordination between the Training Subcommittee and other subcommittees would need to be systematized in some way other than by membership of the same people.

In March, the new subcommittee membership scheduled weekly meetings and began to actively coordinate and develop training plans under the continued leadership of the original Chairperson.

The subcommittee continues to work as a coordinating group for training in each component area. A form has been developed for each component committee to use in identifying training needs and planning appropriate training. The subcommittee has developed a system for identifying and contacting outside consultants and Head Start trainers, and county public school consultants have also conducted training sessions.

The subcommittee held a half-day workshop in May for staff and parents to set training priorities within the five curriculum areas defined by the education component (language, math, reading, social studies, science). The Training Subcommittee will base preservice training on the priorities defined at the workshop. The subcommittee is also using the results of a questionnaire sent to staff and parents to define training needs within the topics identified as top-priority: child growth and development, human relations, individualized instruction, and diagnostic/prescriptive teaching.

At the time of the second evaluation visit, the total plan for training for the educational approach and curriculum had not been decided upon because the education component was still finalizing curriculum plans. As noted, a three-day workshop had been scheduled for August 25-27, 1975. The Training Subcommittee was to define the specific content of the workshop after receiving specific training needs and priorities from other subcommittees.

Preservice training sessions have occurred regularly since February, usually in response to a specific need defined by one of the component subcommittees or PDC staff. Training sessions have ranged from PDC briefings and discussions to a series of active, four-hour sessions and have covered the following topics: leadership training, child care, metric system (for parents) and reality training. Sessions on the diagnostic/prescriptive method, an education management system, were planned for June. A PDC orientation for staff and parents in August will include sessions on multicultural human relations, parent involvement, individualized instruction and working with the handicapped. In addition, four teachers and one PDC staff member have attended two courses at a college and university within the area. The subcommittee has arranged for a 3-credit, 15-week course to be given at the prospective PDC elementary school next fall, entitled "Early Childhood Education: A Basis for Curriculum Change." The course is being developed to meet PDC training needs.

In sum, the Training Subcommittee has completed many of the planning tasks, but is somewhat hampered by incomplete work in other areas. Specific training plans have been developed to meet needs defined by specific groups, but a comprehensive training plan for the curriculum areas, individualized instruction and teaching of developmentally appropriate skills has not yet been developed. The flow of communication from each component subcommittee to Training Subcommittee to PDC Coordinator appears to be working well at the Maryland PDC site. Pending final plans by each component subcommittee, the Training Subcommittee should be able to facilitate training during the summer and throughout the start-up year.

Developmental support services, through January 1975. The PDC Social Worker had begun to coordinate the overlapping services of the school counselor, public health nurse and area social worker. Since she was hired in November 1974, the Social Worker had met several times with the Support Services Subcommittee. This subcommittee consists of eight members. The Chairperson is the Director of Community Coordinated Child Care. Other members include a doctor from the County Health Department, a parent, a County Health Department nutritionist, a school district pupil personnel worker, a community health nurse, and a registered nurse from a nearby health center. The Social Worker served as recording secretary and helped set directions for the group.

By January, PDC staff and subcommittee members had begun to identify measures for assessing nutritional, medical, dental and social service needs, and plans had been made to develop a questionnaire for each family to aid in identifying needed services.

The PDC Social Worker with additional input from the Parent Involvement Coordinator, school counselor, and nurse, was compiling a file of services that were available in the community as well as developing a consolidated record-keeping system for each child. Two major needs had been identified thus far: sick and well care for children from 4 through 9 years of age and the necessity of making resources and eligibility requirements known to families. A "Directory of School Services" was provided by the county public schools and had been used in this effort. In addition, 90 to 95% of available community health, welfare and social services had been identified; contact with many of these agencies had evolved out of working on individual cases. No funds had been located to fill gaps in existing services at the time of the first site visit.

A major goal for PDC will be to lower county medical aid income guidelines for free or reduced rates for county medical care to meet Head Start income guidelines. By pursuing PDC objectives, cooperating with community agencies and utilizing the school's nursing and diagnostic staff, the Social Worker hopes to be able to provide services for elementary children that are currently be[illegible] provided only for Head Start children.

Developmental support services, February to June 1975. Since February, progress has been slow in this component area partly due to the fact that for personal reasons the PDC Social Worker took her vacation during the month of May. The problems of coordinating overlapping roles and services have continued and the possibility of personnel changes (losing the school counselor) have all complicated the planning process.

Although a questionnaire was sent to parents for the purpose of assessing needs, the responses were not specific, nor was the number of responses sufficient. Additional plans included developing another questionnaire, but at this point needs have not been assessed and planning to meet the needs had not begun.

According to both the subcommittee's Chairperson and the PDC Social Worker, community resources have been assessed. Many resources available in the area have been compiled into a list, but the file of services described in January has not materialized. Contacts with community resources have continued on an informal basis but no specific arrangements have been established. Specific sources for additional funds to fill in gaps in services have not been identified.

The consolidated record-keeping system for each child described by the PDC Social Worker in January has not yet materialized. Plans include keeping records in a central office that contain entries by nurse, social worker, psychologist and others who provide services to a child or family. The subcommittee is made up of full-time staff; if all continue in a full-time capacity the committee plans to complete the coordinated record-keeping system by fall 1975.

The Head Start program and the elementary school have different approaches to staffing (the referral from a teacher to a committee to a staff specialist, social worker, counselor, nurse, etc.). Thus, their coordination of services and referrals poses a major task for the component committee and PDC Social Worker. According to the PDC Coordinator, the services referral system will be completed and ready for use in the fall, but it will take a concerted effort from PDC staff and component committee members.

The planning for support services has been only partially completed. The assessment of children's needs was only partially successful, and the record-keeping system has not been totally established. There are many potential services available, but contacts and arrangements for their services still need to be made.

Parent involvement, through January 1975. Through the combined efforts of the Parent Involvement Coordinator who was hired last October, the PDC Coordinator, the Principal, and the PDC Social Worker, recruitment of parents to serve on the PDC Council and the various subcommittees was accomplished via personal contacts, parent newsletters and by contacting community agencies.

Parents are proportionately represented on the PDC Council and have equal voting power in decision-making regarding coordination, administration and budget matters. The Chairperson of the PDC Council is a Head Start parent and at least one (or more) of the PDC parents is a representative on each of the subcommittees, serving along with administrative and teaching personnel and community agency representatives.

By January, a group meeting of all parents who were serving on the various subcommittees and the PDC Council was called by the Parent Involvement Coordinator in order to gain parent input and feedback about their roles. The two parents interviewed in January by the evaluation team strongly recommended that parents needed training to help them feel more at ease and competent when participating in large group meetings. Parent training in decision-making and planning skills and in human relations was also seen as a great need by all concerned. The two parents interviewed suggested that a greater degree of parent involvement would be possible if PDC concepts could be explained more explicitly to parents and if lines of communication remained open between teaching staff and parents. As a result of these suggestions, a meeting was arranged by the PTA for February 4 at which time the PDC Coordinator was to explain PDC and its potential effects on children and on the community to parents.

Parent groups such as Title I, PTA, Head Start volunteer parents, and room mothers had been working with the Parent Involvement Coordinator to design a questionnaire which was to be sent out on February 4 to parents in the community. The main purpose of this questionnaire was to assess parent needs and interests, especially the needs of multicultural families to help formulate plans and programs for PDC parents.

Parent involvement, February to June 1975. Since February, parents have continued to serve on the PDC Council and component subcommittees and the parents who are involved are becoming more active and more vocal in decision-making. A Parent Advisory Committee made up exclusively of parents, has been formed as an adjunct to the Parent Involvement Subcommittee. According to the Parent Involvement Coordinator, the Parent Advisory Committee decides how to implement training and organize activities identified by the Parent Involvement Subcommittee. The Parent Advisory Committee holds evening meetings so that more parents can attend.

Several workshops have been planned and held for parents. Two parents attended a series of four monthly leadership training workshops from March to June; several parents attended a workshop on the metric system and how to use it with children; and parents of toddlers have participated in a course held weekly by the part-time Head Start teacher who is also employed by PDC. In the course, toddlers and parents interact in the Head Start classroom for an hour and during the second hour the parents and teacher discuss child development, make observations, and exchange ideas. Parents have been included as participants in the training sessions planned for June and August. A few parents led workshop sessions in child care for the teenagers who babysit for their children during PTA, school and PDC meetings and events.

As a result of the questionnaire given to parents to assess their needs, a series of small, informal meetings have been held in parents' homes. The Parent Involvement Coordinator and either the Principal or PDC Coordinator attend each meeting and discuss topics of interest to the parents: PDC, math, language, child management, etc. A parent lounge is being planned for next year and one parent has agreed to coordinate the initial purchase and review of materials needed for such an effort, along with the Parent Involvement Coordinator and Parent Advisory Committee.

As can be seen from the activities described above, parents are becoming actively involved in school activities. The type of involvement, however, is not directed toward helping parents understand PDC, or their role as decision-makers or as meaningful participants in the classroom. Although one PTA meeting included an open discussion with parents, and the recently instituted meetings in the home offer opportunities for further discussions, no other sessions on parents' decision-making roles in PDC have been held.

In addition, the role of parents in the classroom has not been defined or planned for. Teachers, parents and administrators have all described their difficulties in accepting parents as active classroom participants. At this point the role of parents in classrooms beyond kindergarten is unfamiliar to all involved and no plans have been made to define or develop the role. The communication to parents about the nature of their child's experience in school remains the same as previous years in both Head Start and K through grade 3. Parent/teacher conferences are held and reports are sent home for children in grades K through 3 but Head Start teachers make home visits, in addition to sending reports. No definite plans have been made to coordinate these systems or to improve existing procedures.

> In sum, difficulties exist in the parent involvement component. A public relations and parent activities program is underway, but the roles of parents as PDC policy-makers and contributors to education in the classroom have not been addressed. PDC staff, the Principal and the Head Start Director are aware of the problems in this area and are actively seeking solutions. However, this component may not be implemented to the degree that other components will be next year.

Services for handicapped children, through January 1975. The Services for Handicapped Children with Learning Disabilities Subcommittee had held several meetings by January. Members of the subcommittee include a second grade teacher, a teacher assistant, a middle school special education teacher, public school staff, the PDC Social Worker and a Title I ESEA language and speech clinician. The committee is chaired by a program specialist for Catch-up from the Division of Special Education.

By January, the subcommittee had identified the following three major needs to be developed and explored:

- the need to define "handicapped";
- the need for means of early detection and observation and means for evaluating the effectiveness of testing at an early age;
- the need to develop communication between parents and school.

Through extensive discussions, the subcommittee had identified directions for dealing with language and speech disabilities. Plans included evening and Saturday communication sessions for parents and families, and the planning of a possible infant education program using student trainees. The subcommittee also planned to reassess the present placement tests and develop ways of training teachers to work with handicapped children. Although an occasional child (one third grader with polio) has been mainstreamed, this school addresses itself primarily to language disabilities. The community has given some attention to identifying and defining all types of disabilities, but services for the handicapped seems to be one of the weakest areas of the PDC planning tasks in the Maryland PDC program.

The subcommittee had identified resources for the handicapped both within and outside the elementary school. Head Start services had been listed and compared with those available through the public school system. Head Start services consist of physical examinations and tests, while the public schools provide five personnel to whom teachers refer individual children. The five available personnel include a social worker, psychologist, pupil personnel worker, counselor and nurse.

The PDC Social Worker will coordinate support services and will be aided by the public schools' counselor, Parent Involvement Coordinator and the public health nurse. Plans are to continue and to expand services to handicapped children through existing channels and to foster more involvement on the part of parents and outside agencies.

Services for handicapped children, February to June 1975. Since February, the focus of the group has shifted from a language disability approach to a diagnostic/prescriptive method. Plans for next year include a full-time diagnostic/prescriptive teacher who will work as a consultant in classrooms. The school does not plan to mainstream any additional physically handicapped children next year because the necessary building renovations will not be completed until 1976.

The subcommittee has compiled a list of handicapped and learning disabled students within the school and has identified some prospective families in the community. (Families have not been contacted because the program will not be operational next year for handicapped children.)

The county public schools and many agencies in the area are available for services but no arrangements for services have been made other than the diagnostic/prescriptive method. No extra funds for services have been located either.

The diagnostic/prescriptive teacher will help staff develop a continuous service system for classroom teachers to use and help them provide for special services within the classroom. Training for the classroom teachers in the diagnostic/prescriptive method was to begin with a workshop on June 23, 1975.

> In sum, problems within this component relate to those in developmental support services and include overlapping services, lack of clearly defined roles and uncertainty as to which handicaps or learning disabilities will be addressed. This area's committee has met infrequently and plans are vague except for the diagnostic/prescriptive system.

Services for bilingual/bicultural children, through January 1975. The Services for Bilingual/Bicultural Children Subcommittee is composed of school staff, county coordinators, PDC staff and parents. The subcommittee is chaired by a County Public School Area II Teacher Specialist. Several meetings had been held since November to identify the needs of the various ethnic populations in the community. The subcommittee planned to expand the ESOL program, in addition to focusing on the ethnic arts, holidays and traditions of children from various cultures.

The subcommittee had identified 61 children from 20 different countries who were attending the prospective elementary school. Countries represented by five or more students include Haiti, India, Jamaica, Mexico and Nigeria. In order to meet the needs of the many cultures, the subcommittee planned to use the available ESOL staff (Spanish, French and Korean fluency) and to contact parents of multicultural children and possibly to divide ESOL positions. Multicultural parents will be asked to work in classrooms on a regular basis. Another suggested plan was to have several half-time bilingual aides instead of two or three full-time positions. The extra half-time positions would allow for more languages and cultures to be shared.

Subcommittee recommendations for the 1975 start-up year included:

- English and American lifestyle classes for foreign preschool students (with supervised high school students as teachers) and concurrent sessions for parents in English;

- plans for ethnic parents to participate in geography and social studies instruction;

- in-class one-to-one tutorials for bilingual/bicultural students;
- parent education classes and ongoing training for school staff.

As of January, the subcommittee felt that standardized tests in English were inappropriate for evaluating the progress of bilingual/bicultural children. They felt that school staff should consult with the ESOL teacher and PDC Coordinator in order to set up realistic objectives for foreign students.

Services for bilingual/bicultural children, February to June 1975. The focus of planning in this area continues to be ESOL. The coordination of services between the preschool and elementary school will consist of expanding the ESOL program to Head Start, and the sharing of language resources and cultural books for children. Parent volunteers and high school students will serve as additional language resources. Some bilingual/bicultural staff have been identified within the school (an Indian, a Spanish aide, and two teachers who speak Spanish).

Training for staff in multicultural experiences will begin during the August preservice workshop. Although plans have been made to focus on foreign cultures, a current reassessment of Black experience and culture is emerging as another equally important need. No training has been given or is planned in methods of evaluating progress of BL/BC children.

> In sum, there is still a great deal of planning to be done in order to meet both the language and cultural needs of children at the prospective PDC elementary school. Programs other than ESOL should be considered since ESOL is a compensatory deficit program. A major goal will be to help children and families adjust to English and American culture, not preserve and build upon their own.

E. Analysis of the Planning Process

The PDC program in Maryland is a group enterprise. Many people are working together in an attempt to establish a program that is generally consistent with a set of OCD guidelines and is implemented in a way that will meet the sundry other pressures to which they must respond or choose to respond in their roles. The formal structure of the PDC program and its linkages with the school and with Head Start at the Maryland site is presented in Figure 1.

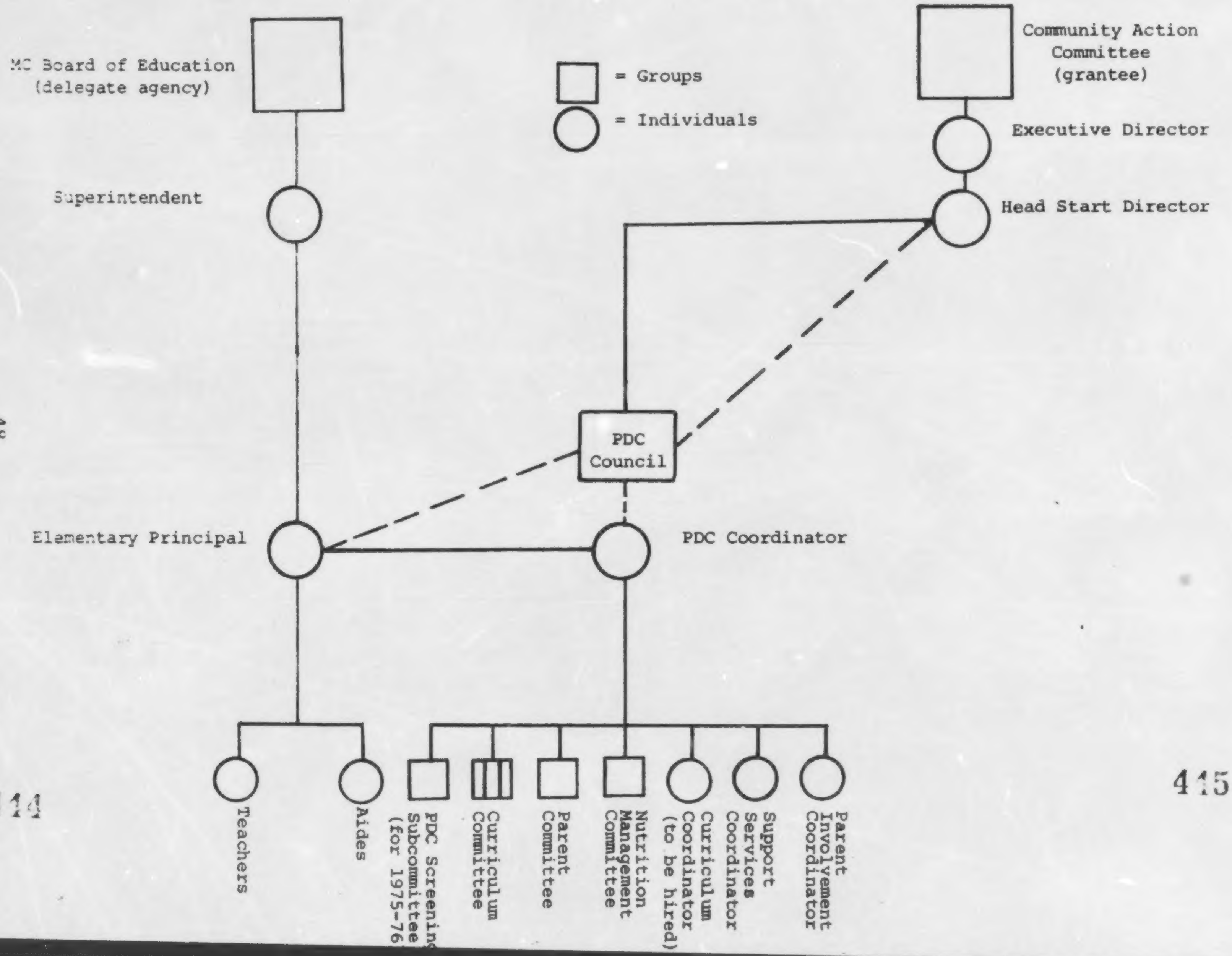
The analysis and interpretation of this program is presented in the sections that follow in terms of description of roles of the planning personnel, planning accomplishments and completion of planning activities, an overview and interpretation of salient features of the program as it stands at the end of the planning year; and a description of the de facto definition of the PDC program.

Description of Roles

Planning for the Maryland PDC program was carried out by the PDC staff itself in conjunction with school system staff and Head Start staff. Their respective roles and activities can be delineated as follows:

- PDC Coordinator. The PDC Coordinator's primary responsibility has been the coordination of program planning activities, including facilitating communication between planning personnel, i.e., between the Principal and teachers, between the different component committees, and between the consultants and school staff. She has cooperated closely with the Principal on most decisions, and the two of them define program objectives for the project. Once these objectives have been established, the PDC Coordinator is responsible for actual program execution.
- Elementary School Principal. The Principal sees his role in the elementary school as that of a school coordinator of programs and needs, rather than that of a person who is controlling and directing administratively. He has worked with the PDC Coordinator in

Formal Structure of the PDC Program in Maryland


MC Board of Education
(delegate agency)
= Groups
= Individuals
Community Action
Committee
(grantee)
Executive Director
Superintendent
Head Start Director
PDC
Council
Elementary Principal
PDC Coordinator
Teachers
Aides
PDC Screenin
Subcommittee
(for 1975-76
Curriculum
Committee
Parent
Committee
Nutrition
Management
Committee
Curriculum
Coordinator
(to be hired)
Support
Services
Coordinator
Parent
Involvement
Coordinator

setting program goals and objectives, and he has assumed responsibility for administrative obligations for the physical plant and coordination with other school programs. The Principal has served as an important link between the PDC project and the county schools and as a link between the PDC Coordinator and the Head Start Director. His role on the PDC Council has been that of a mediator and sounding-board. He has had input on the activities of the education subcommittee and has particular goals in reading education that he wants to see incorporated in PDC.

- Head Start Director. The Head Start Director first heard about the possibility of obtaining funds for PDC and was involved in writing the initial proposal. He reviewed various schools and recommended the final selection. He later recommended the hiring of the PDC Coordinator. During the year he has served on the Administration Committee and on the PDC Council, but he has not been involved in the day-to-day activities of the project. The Head Start Director has retained control of the budget and monitors the project's compliance with the PDC guidelines.

- PDC Council Chairperson. The PDC Council Chairperson is a Head Start parent. She has had strong personal goals for the PDC program and has effectively spoken for parents at Council meetings. She has been an effective organizer and facilitator for Council meetings, i.e., setting up agendas, evaluating meetings, and writing letters. She has tried to keep the meetings short to adjust to the time limitations that parents have.

- Head Start and elementary teachers. Teachers have been involved on the PDC Council and on the component subcommittees for education and training. Some teachers have been involved on the parent involvement, support services, and services for the handicapped subcommittees as well, but their roles have been peripheral. On the Education and Training committees teachers have been responsible for reviewing curriculum materials, visiting other school programs, and so forth, and making the curriculum and instruction decisions for PDC in collaboration with the other planning personnel. Examples of the subjects that they have addressed are: child management, the educational approach, the diagnostic-prescriptive method of assessment, sequencing in curriculum, and parents in the classroom. Decisions have yet to be made on the last two subjects.

- Component coordinators. The two component coordinators have assumed more cooperative roles rather than initiating ones. Their roles have been largely those of cooperating with the decisions of the respective committees in order to carry out their policies. Neither has formally addressed the OCD-defined planning tasks since their decision has been to follow committee-defined tasks. They have not yet made complete reviews or assessments as required by OCD. (A short assessment of health needs and parent interests was made and some parent workshops have been held.)

- Head Start and elementary school parents. Parents have served on the PDC Council and on the various component committees. Basically their role has been one of responding and reacting to the directions set by teachers. Recently some parents have become more active in asking questions and making others explain decisions and/or activities.

- School district specialists. The two school district specialists have been sitting in on the Education and Training committees since they were formed. Serving informally as facilitators and consultants, they provided key assistance which led to consensus on an educational approach and curriculum materials. They began to play more active roles as the 1975-76 funding proposal deadline approached and they began to see the need to work faster. They have presented information to the committees for discussion, asked questions about decisions being considered, and suggested organizational needs such as flow charts.

- Outside consultants. The role of the University education consultant has been to assess the present curriculum and to talk with each teacher on his/her philosophy and priorities for education, including observations in each classroom. Her information on existing continuities and discontinuities is to be reported to the PDC Council. The Head Start consultant has participated in conducting a series of four leadership training workshops for PDC personnel.

- *PDC secretary*. The secretary has played a central role in the program organization of PDC. She has been responsible for organizing PDC information and documentation and she attends the PDC Council meetings and records the minutes. As a result of her responsibilities she knows the details of most PDC activities and acts as an information/resource person,

Planning Accomplishments by Component

The planning process for Project Developmental Continuity in Maryland seems to have maintained a fairly constant momentum throughout the year. At the time of the first evaluation visit in February, 15 planning tasks had been completed, and by the second visit in June a total of 22 of 57 had been completed. Table 1 gives a component-by-component breakdown of planning task completions. Task completion is uneven across components with some components being totally finished and others having no completed activities at all.

Administration. The administration component has the largest number of completed tasks, only two training-related tasks remain incomplete. All staff have been hired, the PDC Council properly established, relationships specified, goals defined, timetables set, all plans coordinated, and the program for next year defined.

Education and parent involvement. The education and parent involvement components show almost half of the tasks completed. For the education component all of the necessary people have been involved in reaching a consensus on the educational approach, regular communication has been established among the various groups represented, space for the early childhood schools model has been established, and staff have been able to observe in other classrooms. For parent involvement, parents have been involved in making decisions about the project through their membership on the PDC Council and component committees, but their role in the classroom has not yet been satisfactorily defined.

Training, support services, handicapped. Under training, support services and services for the handicapped most tasks have been started but few completed. The tasks of reviewing and assessing needs and resources have been initiated but the final structure of the delivery of services in each area has not been defined.

Table 1

Degree of Completion of Planning Tasks by Component

Component	Number of Planning Tasks	Complete	In Progress	Not Begun
Education	9	5	4	0
Training	7	2	5	0
Support Services	6	1	4	1
Parent Involvement	9	4	3	2
Administration	11	9	1	1
Handicapped Services	8	0	7	1
Bilingual/ Bicultural	7	1	3	3
COMPLETION TOTAL	57	22	27	8

Bilingual/bicultural. Bilingual/bicultural education has presented a problem in that there are approximately 20 different ethnic groups represented in the local population. Planning personnel have had difficulty in identifying adequate resources to cover these groups and in some instances in relating the OCD guidelines to their potpourri of ethnic groups.

In sum, few planning tasks (8) have not been addressed at the Maryland site, which means that project planning has been relatively efficient. Plans for the administration component are almost complete and education and parent involvement planning activities are well underway. However, planning in the areas of special services clearly represents problems in that tasks, although started, have not been completed. Training component planning activities also must be completed. Three local issues have necessitated additional, site-specific planning activities for the Maryland PDC program:

- Ethnic balance and busing. The School Board raised the issue of whether the schools of this county had representative ethnic balances and whether busing should be considered. Parents from the prospective PDC school formed a "Save the School" Committee to urge the preservation of the neighborhood school concept. The issue was reviewed and discussed throughout the year and was given considerable attention by parents. PDC was affected because of the amount of time devoted to this issue and because busing would have altered the composition of the planned PDC classes, thus the parents involved, and so forth.

- Building renovation. The proposed PDC elementary school building is slated for renovation during the academic year 1976-77. This means that some needed changes for the PDC program will be delayed until next year, and it means that the program will have to move to other quarters during the remodeling year. However, planning has been occurring with these limitations in mind.

- Location. The nearness of the proposed PDC school to Washington, D.C. and the national offices of OCD has meant that the site periodically receives onsite visitor-observers. These visits have required some additional planning on the part of PDC staff in order to communicate and explain the work of the project to the visitors.

While these site-specific issues have produced some additional planning requirements for the PDC staff at the Maryland site, they have not been major requirements. In fact, most planning activity has dealt with the OCD-defined planning process.

Planning Accomplishments by Type of Activity

Table 2 gives a review of the completion of planning tasks based on the type of activity. All planning tasks were analyzed for the activity required and were placed in four major categories, depending on their required central activity: coordination, review and assessment, administrative decisions and program decisions.

Coordination. Included as coordination were all activities that involved developing timetables and schedules, arranging intergroup communication, and defining relationships among people and/or groups. Half of these tasks have been completed, most of the others are in progress, and only two remain to be addressed. Thus, most of the coordination-related activities are being attended to, and many have been completed.

Review and assessment. Review and assessment requirements included review of existing programs, review of program alternatives, surveys of resource people, and services and assessments of needs or interests. Of ten tasks, three have been completed, six are in progress, and only one has not been addressed. This means that although most of the baseline data gathering has been initiated, project personnel have not yet completed most of the tasks, suggesting that considerable work remains to be done.

Administrative decisions. Of the 17 administrative decisions, nine have been completed, eight are in progress, and all have been addressed. These decisions include hiring personnel, deciding on space and physical plant issues, budgetary issues, and initiating specific program activities. Although all of these issues have been addressed, only half have been carried through to completion. The incomplete tasks are primarily those of hiring additional staff for next year, identifying additional funding sources and making specific arrangements for individualized instruction and delivery services. The completed tasks are those that deal with program establishment and program management during the planning year. While administrative requirements for program operation during the planning year have been dealt with, planning requirements for implementing the program next year, although in progress, are yet to be completed.

Table 2

Degree of Completion of Planning Tasks
by Type of Activity

Activity	Complete	In Progress	Not Begun	ACTIVITY TOTAL
Coordination	8	5	2	15
Review and Assessment	3	6	1	10
Administrative Decisions	9	8	0	17
Program Decisions	2	8	5	15
COMPLETION TOTAL	22	27	8	57

Program decisions. Program decisions have proven to be the most difficult planning tasks. Included here are definitions of program goals, definitions of needed program materials, definitions of training content, and definitions of program plans for instruction and support services. Of the 15 program-related decisions, only two have been completed, the lowest number of completions in the four major categories. The highest numbers of "in progress" (8) and "not begun" (5) are recorded here. The two program decisions that have been completed are the establishment of program goals, objectives and priorities and the development of a coordinated plan for parent involvement, support services, staff training, curriculum and other component areas. The program decisions concerning selection of program materials and determination of program content are in progress. Program decisions that relate to the training of parents in decision-making, training teachers in dealing with handicapped children, and providing staff training to deal with the special problems of bilingual/bicultural children have not yet been addressed. The number of program decisions yet to be made suggests that the definition of the PDC program in Maryland has still not been made, and there is least definition in parent-related areas and service-related areas.

In sum, PDC planning for the Maryland site seems to have effectively dealt with the issues of establishing a planning year program and maintaining the program throughout the year. However, Maryland PDC staff have not been able to effectively draw to a conclusion the various planning activities that are necessary to fully establish the program next year. The decisions about the educational program may be made by the time the classroom program is initiated in the fall, but in June these decisions were not yet completed. Issues of training, parent involvement, and delivery of special services had been addressed, but little had been completed. Thus, much of the Maryland PDC program remains to be defined.

Program Interpretation

At the end of the planning year the Maryland PDC program was meeting the requirements for implementation. Program organization for the planning activities had been established and had been operating throughout the year. Adjustments and decisions were being made to effectively implement the classroom program. This section gives an overview of the program and an interpretation of factors that have been both positive and negative influences in the planning year. (The factors are not listed in order of importance.)

- Multicultural diversity. As mentioned previously, children representing 20 distinct ethnic groups attend the prospective PDC elementary school and in some instances only one or two children represent a particular ethnic group. It has been difficult for planning personnel to identify curriculum materials and local resources needed to provide individualized instruction for each of these children in their own ethnic area. Decisions about this part of the PDC program remain incomplete.

- Location. This site's proximity to the national OCD offices in Washington, D.C. means that contact with national staff is frequent. As mentioned earlier, this means that the Maryland program receives more than its share of visitors. However, the "psychological distance" is also lessened, so that the PDC staff frequently call national OCD officials for clarification of guidelines or other program issues.

- Experienced professional staff. The administrative-level PDC staff have had previous experience with federally funded pilot programs and can more easily address the particular problems that occur in these temporary, experimental programs than persons lacking such experience. For example, they understand and can cope with ambiguities in interpretations of guidelines, funding uncertainties, personnel turnover and other such traits of new programs. Some parents and teachers (but not all) have also had similar experience with such programs.

- Trajectory of committee work. Until December 1974, committee work was exploratory, open-ended and slow in pace; since then, however, committee work has become more goal-oriented. This change was stimulated by the need to complete certain activities before the preparation of the 1975-76 funding proposal could begin. This was a time of peak activity. After finishing the proposal, committee membership changed. In fact, the active membership of the committees declined as people realized how much time was needed for completing committee work, and those who had been working on two or three committees dropped down to one; others dropped out altogether.

- Incorporation of parents and teachers into decision-making roles. The intense committee work presented a problem to inexperienced teachers and parents who had not previously been involved in educational policy- and decision-making. Because they were given decision-making responsibilities, they had to learn what to do and how to do it in a very short period of time.

- Proposal preparation. The proposal for the 1975-76 operational year had four points of impact on planning year activities. First, proposal writing served as a catalyst for arriving at a consensus and making decisions by a fixed date. Second, the writing process itself bogged down the work of the committees because of the time it took from other tasks. Third, when the proposal was completed and submitted, there was a planning "slump" as a result of having finished a major project, although the necessary planning itself had not been completed. Fourth, the 1975-76 proposal serves as a "manual" for post-proposal planning activity.

- Cooperation at the administrative level. Throughout the planning year the PDC Coordinator, the Principal, and the Head Start Director have cooperated in sharing ideas and making plans.

- Educational philosophy of the Principal. The Principal views his role as that of a coordinator of school programs, and this has meant that the PDC program has had considerable latitude in planning. The PDC Coordinator has worked closely with the Principal, but he has not tried to dominate or control the PDC program.

- The role of the PDC Coordinator. The PDC Coordinator's background in early childhood education and her previous job experience as a teacher-supervisor have prepared her for coordinating the PDC program. She has established good working relationships with people at all levels, so that personal problems do not interfere with program operations and she has effectively completed the activities for which she had responsibility. The fact that the parent involvement and support services delivery planning tasks have had minimal completion suggests that the PDC Coordinator has not directly intervened to lead these components toward completion.

- Roles of the component coordinators. As mentioned earlier, the PDC Social Worker and the Parent Involvement Specialist have taken cooperative rather than initiating roles in the planning process. They have depended on the component committees to make decisions and policy, and the committees have not been able to take such responsibility. This procedure has led to some lack of goal clarification in these areas and some lack of clarification of the relationship of these components to the overall PDC program.

- Lack of regular parent participation. There is a lack of active and regular participation by parents on the various PDC subcommittees. Although names of parents appear on the subcommittee lists, they do not seem to attend meetings regularly. This inconsistency in parent attendance and inability of parent interviewers to recount committee progress reflects a lack of significant input by parents. Hopefully, some improvements will develop when the training for parents in decision-making skills gets underway.

- Conception of committee work. In January, it was observed that some people on the Curriculum Subcommittee and the Education Subcommittee viewed the process of defining an educational approach as a matter of a few people meeting and taking notes. More time needed to be allocated for teachers to interact with one another on these issues and sensitive leadership was required during these group meetings in order to insure individual commitment to a curriculum that would be acceptable to the total staff. This problem seemed to be rectified by the time of the June site visit. However, although many teachers and paraprofessionals have been actively involved in curriculum meetings and discussions, a smaller but significant number have neither been informed nor involved.

- Lack of clarification of some roles. According to the Principal, the lines of communication have not always been clearly defined. For example, he feels that his role as principal is not clearly defined, resulting in some confusion on the part of the Head Start teachers who also receive direction from the Head Start Director and other Head Start personnel. While the Principal evaluates the elementary teachers in the building, according to him no one is assigned to evaluate the Head Start teachers. This problem should correct itself, however, when a workable administration and organizational structure is finalized and reinforced within the PDC school.

In sum, the unevenness of the PDC program in Maryland is a reflection of the strengths and weaknesses of local resources and planning personnel. Much of the program is yet to be defined. Education and administration planning tasks have been addressed and largely completed, but parent involvement and the delivery of special services have not been completely defined yet and have presented special problems that have not been completely resolved. A great deal of work remains to be done for full-scale implementation in the fall.

The De Facto Definition of PDC

The outline of the PDC program in Maryland still has a number of gaps, so that the final shape of the program cannot be delineated. A definition can be made, however, of the program as it now stands. Most of the people involved in PDC planning are teachers and professional educators, and they have assumed key roles in the committee work, which means that they strongly influence the subjects of discussion and the kinds of decisions made.

The Head Start Director said that education and training are the keystones to the PDC project and that all other aspects serve to support these areas. He sees the importance of other components in terms of their contribution to education and other PDC personnel seemed to agree with his assessment. The discussions of PDC program direction predominantly deal with curriculum and instructional issues. Frequently mentioned issues are a child development approach, team teaching, a continuously sequenced curriculum, individualized instruction, and a diagnostic/prescriptive method of evaluating children's progress.

This suggests that the PDC program in Maryland is an educational program oriented primarily toward curriculum and instructional issues and secondarily toward issues about community involvement and delivery of special services. In short, Maryland's definition of a "comprehensive program for the total child" is one that is primarily instructional and secondarily relates to health and social issues.